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ABSTRACT

The Cogito Conference Report is a record of speeches and practical workshops by 35 quest speakers on 18 current concerns in secondary school education. General session topics were: priorities in education; and hard schools vs. soft schools or the false liberal consciousness. The workshops discussed topics such as: student responsibility and individualization; the community as an educational resource, educational administration; HSI studies; managing with people; alienation; community use of educational facilities; values education; the feeling side of teaching; computer generated scheduling; politics and education; Canadian studies; and French schools in Ontario. The indepth sessions covered staff development and curriculum development, while the final forum sessions outlined alternate forms of education. (JMF)

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THE 1975 COGITO CONFERENCE

PRIORITIES AND PERSPECTIVES IN EDUCATION

HYATT REGENCY HOTEL
21 AVENUE ROAD
TORONTO
OCTOBER 23-24 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The 1975 Cogito Conference, "Priorities and Perspectives in Education", held in Toronto in October, began to take shape in April of '75. At that time we sent out an Opinion Poll to some 2,600 secondary-school superintendents, principals, vice-principals, department heads, guidance counsellors, ministry personnel, teachers and consultants across Canada. With the help of the many responses we received, we put together a program that truly conformed to the needs and interests of the participants, since they in effect had shown us what exactly were their "Priorities and Perspectives in Education".

A lot of thought was then given to the types of presentations to be made at the conference. We chose to offer as much of a variety of formats as possible. The four sections of these Proceedings represent the four different learning situations or formats used during the conference: the General Session, or lecture-address by one speaker to the group as a whole; the Workshop, or small-group activity with the accent on inter-action and "working participation"; the In-Depth Session, a "total-immersion" activity focussing on one topic for three hours; the Forum, or panel-debate.

We were fortunate to be able to have some very distinguished and well-known educators as guest speakers. Undeniably, the success of the 1975 Cogito Conference is to a very great extent due to the quality, depth and astuteness of their presentations.

This volume is a compilation of written and taped presentations. We have attempted to make it an accurate record of what transpired during two days of discussion and exchange. The opinions stated herein are those of the guest speakers and participants and do not necessarily represent the ideas or educational philosophy of Cogito (with the exception of the papers submitted by Steve Schwab and Jean-Denis Lafrance).

We hope this publication will prove to be useful as reference material, not only for those of you who attended the conference, but for people in all fields of secondary-school education across Canada.

GENERAL SESSIONS

GENERAL SESSION 1:

PRIORITIES IN EDUCATION

ERIC RUNACRES
DIRECTOR OF EDUCATION
HASTINGS COUNTY BOARD
OF EDUCATION

This is an edited transcript of a taped presentation.

Good morning, ladies and gentlemen. It is indeed an honour to be here with you this morning and to talk to you about a topic that gives me wide and free licence to go where I wish to. I am not so sure I understand an apparent confliction of terms when you talk about "Priorities and Perspectives". What I would like to do this morning, as I look forward with you to the program ahead, is to talk about Eric's views - my own personal views after thirty years in this game of education - *as to where we are now and where we might be going and mainly, how could we get there.* And if that has something to do with "Priorities and Perspectives", fine.

It is Eric speaking. It is very meaningful to me. I have thought a great deal about what I am going to say today. I hope it is stimulating to you. I don't ask for your agreement on what I say. I just hope that it may tease you and prepare you for some of the things that lie ahead at this conference and of course in the future. I will be ranging far and wide. I think, I hope, I trust I have tied it together into some kind of meaningful presentation that has a logic and a sequence, and hopefully will produce some understanding. I must confess that in speaking to a large group from a distance, anything beyond four feet between me and a person is something I don't like very much and it is going to be difficult for me to project me - Eric - to you, but I am going to give it an honest effort. I probably will fall over the table or something before it's over!

As we attempt to obtain any perspectives, as we look ahead, I find that we are in a rather challenging and thrilling world, but a rather puzzling world. I am puzzled right now because we have that curious situation in this particular time-slot where there are many sacred cows that have been laid to rest and really the future is in the public, and trustees and directors and so on should be very willing to consider a great many new ideas.

Unfortunately, instead of ideas flowering in the manner of *Hugo's* statement: "Greater than the tread of mighty armies, is an idea whose time has come", we have *Skakespeare's* warning that: "The time is out of joint". And there seems to me now to be some kind of swing back to something, to some success. We hear about the 3Rs and discipline and a host of these things that seem to be suggesting that we should back up, and we are often accused of looking in the rear-view mirror and saying, why don't we go back there. These successes of the past, of course, are defined through the hazy glasses of nostalgic unreality, and in the midst of this uncertainty of expectations that we have, we also know, and I believe this, that *education is THE political arena of the future.*

I think that education will be THE political arena of the future but it will not be our option in education to operate in a mindless fashion. We will become, if we are not now, and we must become, active managers of the change about us. Like the child in the fairy tale *"The Emperor's Clothes"*, we have to ensure that these changes are beneficial. We have to decide whether they are clothed in human value or whether they are naked and brutish as is often the case. We have many examples, I'm afraid, of bandwagonism and false idols that reveal that the emperor is naked and brutish. So how do we do this in education? How are we going to ensure that we are the active managers of change, that we know what it's about and we can direct and we can survive in this political arena?

This leads me to my first priority, namely: *we must know why we are doing what we are doing.* We must have those clearly established theories, theories of learning and theories of motivation that will give us the guide, the rudder, as we move through the changed world. I don't know if you have tried this, but I have used it rather infrequently, unfortunately, because I discovered that it just didn't work. I would ask you for instance, here today if we had the time, to take a piece of white paper and on it, in the next five minutes, in your own way, in your own words, in your own vocabulary, to list those theories of learning and motivation that have guided you during your career. Some of you have taught for thirty years, twenty years, eighteen, seventeen, one, none. But if you have taught, if you have ever been in the profession, you would have, I would hope, the ability right now to write down a dozen - no less than half a dozen - basic theories that guided you. I have tried this with groups and I don't say this beyond the profession: it is a disaster, a sheer and utter disaster. And I have sat with people who have handed me back the tabula rasa as white as it was. Now it does not mean that the people don't have some theories, it doesn't mean that these do not exist. Charles Doberman said, and he used the word as a teacher and being friendly and kindly to us - that we tend to act in a mindless fashion in education. I subscribe to that. It is not a malicious mindlessness, and I think it has something to do with my first priority. *A mindlessness that wraps around the idea that maybe we're not so sure that we can articulate why we are going in the direction we're going. We will need clearly stipulated goals, wise evaluation and carefully selected plans of action as we move into the years ahead.*

As we move into this era ahead, I would like quickly to list for you nine basic visions that I have of what might be happening. They are not all-encompassing; it is just something that I see myself latching onto. You are going to have to look ahead and state what are the characteristics of the educational enterprise in the years ahead for you.

First of all you would know that there will be an increased application in the real business of teaching, of research. I say that there will be - there is now and will be - greater possibility and accomplishment in the area of *bringing the practicioner together with the theorist in real terms, in the real action and having something productive happening.* They will meet. Never the twain shall meet, no. They will meet. They are meeting and we are addressing ourselves to that.

Number two. There will be an increased emphasis on long-term planning - it is already with us - and absolutely essential. The idea of moving sequentially from crisis to crisis, from situation to situation on a linear time-line, slot of time, is gone, past, impossible. We will have to have road maps to the future.

Third: There will be an universal acknowledgement of the prime need to educate for the all-round development of the learner. That humanistic goal will be universal, as outlined for instance in the *Faure* report.

Four: We will provide access to all forms of education, regardless of wealth, status or race, throughout the whole world, but certainly here. If you think for one minute that we do this in Ontario today, please talk to me after and help me because I don't think we do it at all. I think there are all kinds of restrictions today in terms of access to education, right here in the enlightened province of Ontario - probably the wealthiest province or situation for education in the entire world - and we do not provide access for all to education. I say so and once again. My buddies from Hastings, the devil's advocates sitting here in the front might like to fight me on that - I don't know, I would be interested.

Number five: There will be an increased emphasis on language arts, natural sciences and mathematics. That's not too dramatic to you but I am suggesting there will be that emphasis with dramatic modernization in terms of content, methodology, product and process. The magic modernization, things we have never seen before in those areas, is the emphasis.

Six: there will be an improvement in the pace and level of primary education to ensure that learners are intellectually developed. I think there has been a swing and more about that drift in a moment.

Seven: There will be a dramatic differentiation of learning modes, a host of alternative pathways to learning that will be emerging. They are emerging, they are with us, but there will be things that we have never dreamed of. If we plan and do it through research, this could be very wise, very appropriate.

Number eight: The class rooms and the school buildings, in my opinion, will no longer be the major learning arena. Granted, the buildings are there and I am not suggesting that to accomplish what I am putting down here we should blow them all up as some people have said. The buildings are there. But I can see the possibility that boards will sell those buildings for factories, because that's what they were originally designed for anyway. This would get them off the market and we would move to an entirely new configuration of space. I would say that we would once and for all accomplish that goal we have stated for years of this intertwining of the school and the community. When we talk about the community coming into the school, and the school going out into the community, the real impact is that concept that is now thought of on a very gut-level basis, of people using school rooms at night, and people going out and looking at business, will now flower into the idea that learning will take place all of the time in all of the places outside the building. The building may become a core of information retrieval, of counselling, and a variety of other things; but I'm suggesting as I look down the years ahead that the school buildings not be the major learning arena.

Finally, Nine - and this leads me into the rest of what I'm talking about and it is all-encompassing - the major change in the years ahead, I think, will be *a dramatic shift from the closed-teaching system to the open-learning system.* Two good phrases: put them down, think about them. I'm not so sure I've worked them all out in my own mind but you can spin out a great deal from those two. The closed-teaching system to the open-learning system. Loaded words, showing definite bias, loaded, but it's there for emphasis.

In addition to these characteristics that I have outlined - and there are many more and you should explore them as you look ahead in terms of why you are doing what you are doing, where you might be going - I look at some very specific challenges that are with us and threaten in some ways to engulf us and put us under. In much of what I am saying, you should realize that I am a very optimistic person; I'm a happy man; I love my job; I don't feel threats; I love the knife-edge and chill of competition. What I'm saying here right now is not a doomsday sermon. I love the challenges that are implicit in what I'm saying now as they come out. Please accept that as part of Eric. But they are here and it is a

matter of survival as we look ahead, survival in terms of whether or not you will adapt to the new role that will be required of you. When I came to [redacted] county in 1969, I said to my superintendent: In terms of the roles you have now, in 1969, as a superintendent, you will be judged effective by how soon you are no longer required. That was a shocking statement to a superintendent who might have been on a hierarchical ladder, who saw all these things and I suddenly say, the sooner you have gone buddy, the better it will be and I will give you a medal when you go. What I really meant was that the world is changing and new roles will be required and if you are going on doing the same old role, you will not be required and you will be gone, you will perish. So what I am saying now is that we have to adjust ourselves to these changes, and we better be ready for them or we will perish.

The first challenge I see is the challenge of rising expectations. If there is one crisis in education today, one crucial issue to which we must all address ourselves, it is this one. If somebody said to me: "Eric, put down the real dramatic problem that faces us", this would be it: *the increasing demands of a client system with rising and varied expectations.* They pose real conflicts to us. Schools may be, I believe, the last focal point of sanity in society. They may be. I hope they will still continue to be. But they are certainly a focal point of societal action. Our society is asking us to meet all the needs of society: skills, values, sex, drugs, employability, custodial, etc. and the list is unending. The list that I had when I started teaching thirty years ago was a very small list. The community knew what it wanted, the principal knew what he wanted, I thought I knew what I wanted and we went about doing it. It was basically very simple. And that principal - and I loved him - he was right, thirty years ago, and he prided himself that he did that job so well in that community that a parent had never crossed his door in three years. It was true, and it was probably good, and I was secure in my cloistered classroom and I did my thing in the light of what was said. It was clean and neat and very satisfying in some ways.

That era has gone - probably should never have existed. But I'm not talking about the past, I'm talking about the future. We are in this position, of trying to meet these rising expectations, and there are two major things that come right back at you and make it hurt. The first one of course is that *squeeze that has been pushed upon us, between what society is demanding - not just requesting - of the school, and the diminishing funding capability of making it possible to have that come to pass.* I suggest to you that there is a crunch moment coming, if it has not already come, when that decision will have to be made. It's not going to be made by you and me in the school, as a principal or a staff member. It is beyond us, it's bigger than us. I was talking to some members of the Ministry in Ontario just the other day at a dinner and we were discussing the fact that a 20% increase in the budget this year in Ontario would mean three quarters of a billion dollars added on - just a 20% increase - and what would happen if it went on from there. And it was suggested at that table by the Ministry representatives that the golden goose is going to stop laying the eggs. Some wag in the group was heard to say that that golden goose was cooked two years ago and has already been eaten. He isn't going to lay any eggs - he isn't even there. So here we have this very difficult task that we face and I look at my principals today and I say: brother, you are in difficulty and I understand why you are in difficulty and we have to look out for it.

That's number one, but it's the lesser of the two 'hookers' in here. The real 'hooker' to me is *society's hypocrisy.* While we are asked to meet these rising expectations, while we are told to do certain things in our schools - to teach truth and honesty, to spell correctly and to use the verbs appropriately, and add and substract and so on - you know, back to the basics in skills. *How about back to the basics in values?* While we are asked to do this, we have a society out there - God bless it - that doesn't practise what it preaches at all. We have a host of young people who look out at the world and are appalled by what they see, and I'm a teacher and I stand up in front of my class or I work with my group and I start talking about these things and I suggest to you that we are in a difficult position when we say, yes, you should be concerned about pollution; you should be concerned about the ecology; you should be concerned about being your brother's keeper; about wage and price control. You should be concerned and spin all these things out, and at the very same

time the community in which that youngster is living is hypocritical. I suppose that's a negative statement for me but that's one of the dilemmas we face.

The second major challenge is the challenge of confidence - the hostility people have towards institutions. Man can accept normal hardships, like being asked to go to war and be shot at. These things are normal, you live with them, you may not get all the money you need, and so on. But Man cannot stand those hardships that are administered by institutions. The larger units of administration that have come upon the scene, have got some good but they may have become some barrier or an enemy to the individual, who rages at us. Coupled with this is the erosion of authority: the erosion of authority in the home, the school, police, etc. The critics of education have learned the politics of derision, of cutting us down to size, of attempting to strip us of our dignity and respect. In many cases we are facing the limits of our tenure of the future where that statement I read years ago and wondered about - that you lead only with the consent of the led - has now come full force to me. I now understand what that means. I drift only with the confidence of my board, of my principals and my teachers and so on as a director of education. I do not exist because I have some written contract.

The third challenge facing us is the vacuum of values, and I have already said something about that. The traditional belief in values that once shaped society rather clearly - and I have mentioned that I taught in that closed environment in Huntsdale, Ontario, thirty years ago - The values were there, they were understood, but now they are questioned and there is literally nothing that seems to be offered, and we must all share the blame, all of us. Educators are not known to be risk-takers. They are not known sometimes (and I'm sorry, I'm talking about me and I agree that this is the way I have been some of the time) as being prepared to take strong stands about things. They ignore failures, they are not a risk-taking group. I know I'm not the kind of risk-taker I should be. I should stand up and be counted and I tried to and I'm suggesting that all people in education must stand up and be counted. Bruner has said: "The need in the decade ahead is a curriculum whereby we can bring society back to its sense of values and priorities in life". Our curriculum must give top priority to values.

That leads me, in terms of the curriculum, to *the fourth challenge we face as we look ahead: the delivery of the curriculum. In my opinion, there has been a serious drift in curriculum delivery. The decentralization of curriculum development failed to recognize the complexity of the process, the level of readiness of teachers and principals and directors and trustees in the whole process.* And thus we have witnessed - and when you think about it, yes, that appears to be true, but only in the last few years - It's been twenty! Adrift for twenty years! We have witnessed in the province of Ontario duplication, inconsistency, a broken front laced with frustration, confusion. And that's a very positive, optimistic Eric Runacres speaking! Those are pretty nasty, dirty words. *We need in the province a coordinated, common-front approach to skills, knowledge and values; clear-cut guidelines and a clear-cut process. We need training programs for the staff to raise their level of readiness and specialized resources to back it up.* I suggest that if that target were put up there and that we mounted all our forces with that top priority in mind, we could pull this off and not scratch the autonomy of one principal or one teacher one iota. We will just give the principal and the teacher, from society to them, the guidelines and the road map they desperately need.

I have overstated my case, you will notice that I tend to do that. I have overstated to exaggeration, but it's still there. Now this review of the characteristics and challenges that lie ahead has brought out two priorities: (1) *you know why you are doing what you are doing,* and (2) *you have some view of what you are in now, what we are facing now and the kinds of spin-offs that will go out into the future.*

This leads me to my next priority, *my third priority.* Not only do we need to know why for whatever we do, where we stand now, but *we have to have some vision, some real vision as to what lies ahead.* We have to see the writing on the wall, so to speak, and comprehend the significance of that writing on the wall. Not wish that it would go away, but we have to put it up there clearly, work at it, polish it, understand it, comprehend it and react

and respond to it, and not find ourselves later on saying, that's what it meant and now I'm in trouble.

The focus of this vision of which I speak, in my opinion, is on *learning*. So let's look at learning - you will notice that I didn't say teaching, or education or schools; I did this on purpose - These latter, schooling, education, teaching, are the enterprises of the past; learning is the enterprise of the future. "To learn is to become", as the *Faure Report* said, and the name of the educational enterprise is the full development of the individual, that marvellous humanistic goal. "Learning to be", as the report said, in its fullest sense. *The learning element rests not with the teacher, nor with society, but with the learner and the learner must be the agent of his own becoming.* A paradox once again that has been placed on the teacher: that educators must help the learner to be aware of a society, to be a part of a society. On the other hand, a society can no longer accurately foresee. A very difficult paradox.

However, you can, and I can, create some visions of the future. First of all I would suggest with *Toffler*, and echo some of his sentiments, that the industrial society we know has reached the end of its tether. I would say that we could stop preparing students for a society that won't exist in the future and be willing to make our schools places where students learn how to survive in a post-technical society. *Our task is to train our young people for living, not for work.* Still, we must make a connection with the future: let us create those images of the future and answer that student's main question: what does all this have to do with my future? That's what we have got to do.

I can envision a whole new values system in the world and every aspect of life and education is not immune. Education has always been a simulator of society and as I mentioned before rather facetiously, we have attempted in a sense to simulate the sausage-factory model of society. Just look at our buildings, just look at the way we handle things, if you don't agree with me. *We must now create new simulations and in so doing be inventive, innovative and definitely not repetitive.*

As I see it, the new values system in education provides some clear directions. I don't find the directions difficult to pinpoint; I'm just puzzled at how we are going to bring it off. The concept of an open system stands out loud and clear to me; *an open system of learning is the answer.* Learning must be freed from the formal fetters of schooling and extended into the community at large. It is a question of abolishing those rigid structures between formal and informal education and finding alternatives in the areas of curriculum methodology, people, time and space, and programs. Images of the future, as *Toffler* phrases it, require a host of alternatives. Be ready or perish.

All this leads me to my last and most important priority, if you would call it that. If we are to know why we do what we do, what we face now and have some vision of the future, how we get there is undergirded by some very basic and simple things which are not easy to implement, but they are easy to state, particularly when you stand up here. One of my erstwhile principals said to me this morning: "Are you going to pretend, Eric, that you practise what you preach?" And my answer is, "Of course I do". If he doesn't like it he will be in to see me tomorrow. No, I don't practise what I preach; I have a star that's up there, that's a goal for me to go for and I do my best. But at least I have got the star, at least I understand where I'm heading, but I'm not sure I know how to get there all the time. I stumble and I'm not asking you to accept the fact that it's an easy task. *My important priority, probably the one that overrides everything, is that the bottom line of this whole enterprise of 'how' is people, all of the people components, and the final priority in all of this is to find practical, useful, productive ways to involve that people component in the process.* This is my message as I speak to anybody who will listen to me. This is the most vital and difficult of all our tasks and we will be concerned with how to motivate the people components in the tasks ahead in that milieu I may have described with some degree of truth. *It is essential that we understand how to motivate people and go about it with courage and conviction and real behaviours that are meaningful.*

All of us have basic needs. We are dealing right now in Ontario - and have been for five, maybe ten, twenty or more years, in fact I would suggest for a long, long period of time - with a focus on that one dimension of needs that people have that *Mayer* calls *maintenance needs.* Yes we need to meet maintenance needs of people. Those physical needs of teachers, for instance. If we take a teacher and say he needs a warm classroom, he needs a parking area, lunch, equipment, supplies, decent working conditions and so. Yes he does. He needs some security, he needs fair treatment, appropriate salaries in the marketplace, seniority rights, status, tenure, grievance procedures (and class size may fall into this as well). What I am suggesting is that these are essential to a degree, but they are simply, as correct as they are, material, quantative and limited in terms of meeting the real satisfactions of the professional in the classroom. And as I look at what is happening in the passing parade of Bill 100 and negotiations - and placing no blame on anybody - it is all just a result of not good planning, of not really understanding what this process is all about. They have been dealing on the table with maintenance needs that emanate from the lack of having the other, motivational needs, met.

Do you remember what Texas Instruments did in this regard twenty years ago? They decided they wanted to motivate their staff to make them do the kinds of things we would like our teachers to do and to keep things in balance and perspective. They decided to give every staff member in the factory a twelve-pound turkey for Christmas. The next year the union negotiated an eighteen-pound turkey and that's the way it's going. Tragically, as you look at the negotiations procedures of the federations and everything else, they are crying in the wilderness, legitimately, for help. They are not crying for twelve- or eighteen-pound turkeys and hams! That's what they are talking about but that's not what the music is and that's not what the cry is we have in Ontario, in all kinds of administrations and boards and so on, in catering to these low-level, essential but unsparkling maintenance needs. And all the time, because we have not been concerned enough with the motivational needs, we have been missing the boat.

The real satisfactions that will come to people will come from meeting motivational needs. They are non-material, they are qualitative, of course somewhat intangible, but they are real and meaningful. They are concerned with meeting the individual's motivational needs and I define them this way: the most important one that heads the list is growth. Teachers have to grow, people have to grow, they have to flower in their professionalism; they need strong in-service training programs during school days (that's an in-joke). They need the opportunity to grow, they need to be cultivated, to be warmly loved and to be brought along. That's what teachers need, and directors, and trustees, who view themselves as administrators, who act on behalf of the board - alone. Fools, absolute fools in the marketplace; they don't understand what it's all about. I know I'm going to get hit by half a dozen of my friends - ex-friends.

Growth. Achievement. Responsibility. Recognition. Involvement. Acceptance, and finally, respect. Those are seven motivational needs that must be met; and to meet these needs, to motivate people, you will, I am sure, provide the real base for how we succeed through the years.

I could give [illegible]many personal examples from my own experience of how we attempt to do this. In t[illegible] of growth, for instance, in the small county of Hastings, in the past five [illegible]ave put half a million dollars into in-service programs, and a quarter of a million dollars into curriculum development. If you can separate those two, I will give you a medal. We have essentially put three quarters of a million dollars in a small county like Hastings towards the in-service training growth of our teachers. And they have 95% of the decision-making in terms of how they use it. The people who are here today from Hastings are using their money, they didn't ask to come (I wouldn't have let them come if I had known). They are here because they made the decision and it's their money. All I do at Central is cash their expense accounts.

You may accept the fact that in some ways Eric has boiled down the challenge of meeting motivational needs. I have defined at least six and I suggested that you could look at

many ways of doing it. Now let me conclude in the balance of my time with *four key ways you can effectively use as you move through the years ahead.* These four very basic, simple things essentially, if you can make them work, will be your guiding road map for success. They are meaningful to me; they are difficult to do and yet so simple. I can remember when I was asked to talk about this very same thing about four years ago, I was trying to come up with something and I was reading and working on a very complex concept of MBO, and all of this, and I studied it and I tried to operate in some kind of mode that could be described as that (not as clean as it is on paper though). And at three o'clock in the morning at my delightful cottage, I sat up in bed and my wife looked at me and said, what again? And I said no, I'm going to go and do some writing. So I went out to the table, put on the light and sat there for two hours and watched the sun come up. In that beautiful moment of creation of this concept, this is what I'm going to tell you. When I told my wife in the morning she said, you should have stayed in bed - it's too simple. Well, to me it's meaningful and maybe it is to you.

First of all, *establish clear-cut goals for yourself and for your system; commonly accepted goals that people understand.* It is essential that in your enterprise, classrooms, school, board, whatever it may be, your family - the same thing applies to a family (any group of people with a common path) - you must establish clear-cut goals for yourself and you must literally (and figuratively of course) sit down together and agree to what is expected of all of you. What's expected of us here, husband to wife, children to family, teacher to student, principal to staff, directors to trustees, directors to teachers and principals and so on. Let us sit down together and agree on what is expected of each other and play out the music behind all the fears, frustrations, concerns and unknowns. Get after those intangibles, lay them out on the table with frankness and honesty, and look at them. Establish them and remember that they are not on stone and that we really don't understand them. We will only move down that hierarchy of understanding to behaviour from awareness to understanding to conviction and finally to behaviour, by walking and speaking and working together in the battle. And it isn't going to be easy and when I say that we are going to have to set a goal now, this also means we are going to have to keep looking at it and evaluating it. I can't see any way that we can avoid sitting down together and agreeing on what is expected of us as we proceed. We have many goals in the county. For example, the quality of learning depends on the quality of teaching - the teachers. Consequently, in-service training is our number one priority. The school is the only viable unit in education today. The only viable combination of units in education today is a family of schools from Grade One to Thirteen. Everything beyond that has very little viability and is only there to support the unit. The board and the administration and myself - the only reason we are there is to provide freedom for the school and the family and support for it to work out its own destiny. You may not agree with it but it's there, it's up on the wall; our teachers, our principals, our board and I know about it. We don't practise what we preach all the time; we intrude upon each other, we have troubles with it, but that's what is there. I suggest to you that if you don't have those in your classrooms or your board of education, something that gives direction and has been agreed upon, you are in trouble.

Secondly, establish a climate that will help you achieve the goals. The main thrust of motivation is to establish the climate. It starts with you in whatever role you play. It starts with your belief about people and you are the most important part of people, you, yourself, are the prime starting point. And you can view people in two ways, as *McGregor* says: the first and *negative* or reductive way of looking at people - people avoid responsibility and need to be told; leaders set goals and control; ordering and forbidding ensure good performance; independence is discouraging, and you punish people for mistakes. Play that one out on our grading and marking schemes in our classes and I think you can see some of the negative things we have tended to do and I did as a teacher.
Or take a *positive* view, which I would suggest is of a developmentary nature: *people seek responsibility and naturally enjoy work; challenges encourage performance; goal-setting can be shared and mutual expectations will therefore be high; independence can be encouraged and people learn from mistakes.*

The consequence of holding either point of view, whether it is positive or negative, about yourself and what your gut says about people, is that it will come to pass. Thirty, no more than thirty years ago, I was the youngest officer in the Canadian army - nineteen - dealing with sixty retreaded Australian air force people in the infantry. You can realize the challenge of being young and I was only three feet tall and dealing with sixty retreaded Australians and I have to put on the line what I believe about people. Ladies and gentlemen, it worked. They drummed out of the service a fellow officer who took a negative view about people. That was the most crucial moment of my life, when I looked in the mirror the night before I walked out on parade to meet these sixty fine people. I was in a dilemma. Do I do what my buddy who has been around a long time suggested: "Go out there, Eric", said he, "and start off tough and tell 'em, I don't trust you Australians, you are not Canadians in the first place, your fathers and mothers were convicts, and I know you are going to do bad. I'm twice as smart as you are, just test me buddy..." Have you heard the vice-principal of some school on the first day of school, greeting the grade niners and saying: "You little bastards..." Sure you have! Poor souls!

I have opted for a positive attitude towards people and in so doing utilize the three basic components of human relations in terms of a positive climate that were given to me by one of the greatest teachers of all time, *Don Graham. These three cornerstones of human relations are trust, openness and risk.* The first element of trust is not a blind, naive type of trust. It is based on the respect that people have for the integrity of all those within the enterprise. When we speak of openness, we must remember to act in an open manner and provide the opportunity for open communications at every level of the system. When we speak of risk-taking, we are concerned with the "nerve of failure" and the need to back those people who take risks in terms of established objectives. A final point that I might make about climate is that it must be undergirded with *common sense* and *humour.*

The third method of motivating people is to establish an organizational structure designed to achieve the goals and climate that have been set for the system. You have to decide, of course, what kind of system you want. There are two basic systems in education today; namely closed or open.

In the closed, hierarchical, authoritarian system, we see one-way communication underlined with status positions. The authority control-line is obvious through charts and other means, and a climate of docility, fear and frustration pervades the system. *In this closed system we see limited growth and a resistance to change* so that the system functions at the lowest level of involvement; namely "in bull low".

The second system - an open system, leaves room for *differentiated decision-making* and *interdependent parts* in which we have a task environment with the tasks directed towards the common goals I have mentioned previously. *This makes for a problem-solving system with multi-levels of communication.* It is authoritative but at the same time is an involving system; one that grows by tapping the potential of the people within the system; one that converts the energy inputs of all those segments of the enterprise towards an output. The open system is capable of controlled change. It is obvious, of course, that I have opted for an open system and would feel that this commitment leads us to the open-teaching environment that I have stressed at the beginning.

The fourth procedure pertaining to motivation, of course, is to establish an evaluation feedback process so that the system will avoid the mindlessness and the bandwagonism that so often have been evident. This feedback process promotes orderly growth and allows for total involvement and therefore the commitment of the people within the system. This process seeks a better way of pursuing alternatives and can be an exciting motivational process.

11.

Well, folks, I have tried to paint with broad strokes ---------

---- *to know why we do what we do*
---- *to know where we stand now*
---- *to have visions of the future*
---- *to understand that "people" are our game and to find ways to motivate them.*

All in all, people are the key, and people are beautiful. My challenge to you is to know your stuff, to know whom to stuff, and to stuff elegantly.

ERIC RUNACRES would like to be introduced as a father, a teacher and a Director of Education for the Hastings County Board of Education, whose job it is to provide active and supportive leadership to the many teachers and principals of Hastings County.

His interest in sports, in working with young people and his 28 years of varied experience in education give him the confidence he feels he needs to perform effectively in his present position.

GENERAL SESSION II:

HARD SCHOOLS VS SOFT SCHOOLS

OR

"THE FALSE LIBERAL CONSCIOUSNESS"

GERALD J. McCARTHY
SUPERINTENDENT
DARTMOUTH PUBLIC SCHOOLS
DARTMOUTH, N.S.

This is an unedited transcript of a taped presentation.

When I was asked to introduce Mr. McCarthy, I wanted to say something sharp and witty about him, because Mr. McCarthy is a very sharp-witted man. Unfortunately, at this time of the day, words fail me, so I prefer to quote Mr. McCarthy himself, concerning *Hard Schools vs Soft Schools: I decline to fight. I can't work up any passion or sense of righteousness whatsoever about either side or either form of the argument. With high impartiality, I say, "A plague on both your houses".* Ladies and gentlemen, Gerald McCarthy.

Thank you very much. I'm very glad you made that point about the impossibility of being witty or sharp or sharp-witted or wit-sharpened at this hour of the day. I fancy I'm looking at a great many re-treaded and badly worn old high-school teachers such as myself and therefore I'm talking to an audience who well understands the God-awful position in which I now find myself - facing the last class of the day. Any other class but that one! How can I teach them Grade-12 Algebra at that hour of the day! And the answer of course is the same old classic one - Friends, it's not my fault; it's the administration; I had nothing to do with it; I am here to do my duty - you must do yours. I must say that I am amazed at how many of you there are here. It's another compliment, or insult, to the teaching profession. Certainly it is the only profession in which you can find this large a percentage

willing to show up at this hour after having beaten their brains out all day, talking shop. I congratulate you (mind you, I know that deep down inside it is actually the thought of what comes after that has kept you together).*

Normally, I reserve the intimate story that I am about to tell you for occasions of a different nature. I am, with some frequency, asked to attend Service Clubs - the reason being as you know, is that a service club is a place where you want a speaker who can talk a lot and very fluently and lucidly and never say anything - Nobody wants his lunch ruined by a lot of heady nonsense. And back home where I come from, I have a pretty solid reputation for my ability to talk a lot and say very little. I have therefore been in considerable demand of service clubs, and have never disappointed one. As I said, I normally wouldn't tell this story to a serious gathering of hard-working, hard-drink - rather - thinking professionals. But because of the hour and the occasion, I thought it seemed to fit somehow or other.

It concerns a Scottish gentleman whom we come upon at a terribly tragic moment of his life. He is seated, his head bowed in grief, at the bedside of his wife of many years who is slipping away into that eternal sleep that must come to all of us some day. Suddenly, in defiance of medical prognostication and to his astonishment, her eyes fluttered open and he heard her voice say weakly:

- "Jock", she said.
- "Aye, Ginny", he said.
- "Jock, I want you to do me a last favour".
- "Anything, anything, Ginny".
- "Jock, you know that my married life, in every other particular so perfect, has been marred by one unfortunate circumstance".
- "Aye, Ginny, I know what you mean".
- "You know, Jock, I refer to your inability to get along with my mother".
- "Aye, Ginny, I knew what you meant. I tried, but no 'mon' could have done it".
- "Jock, my dying wish is that you will ride to my funeral in the coach with my mother".
- "Aye, Ginny, I'll do it, for you. But I won't be disguising from you the fact that it's going to ruin the day for me entirely! "

And it is thus, ladies and gentlemen, that you find my business with you here this afternoon.

I am particularly concerned because I feel that I am here under false pretenses. Mind you, one of the things I did in my youth, in those long-ago days; I taught public-speaking (you won't see any indication of this this afternoon, but you should bear in mind Bernard Shaw's dictum: "Those who can, do and those who can't, teach"). One of the things I used to tell my students was that there is one invariable law - one never to be broken - and that is, never begin any speech with an apology of any kind. You know the sort of thing: " I wish I had had more time to prepare then I could have been more scholarly." "I wish I had had more experience..." "Anyone in this audience knows more..." That kind of thing. Some of you have done it; take my advice, don't do it any more. I am not going to break my own rule, I'm just going to bend it a little bit, because, as I said, I do feel I am here under false pretenses.

Last February, I was asked to make an address to a group of Ontario headmasters in Montreal. The day before, I had lunch with a leading Canadian educator, a deputy minister of one of our great provinces, in fact. (I can hear you saying to yourselves: "He's the kind of guy deputy ministers lunch with"). Well they do as in this case I happened to come up in line behind him in a cafeteria and there was really only the one table left, and he was a pretty democratic guy. (There's a little lesson in name-dropping - you can slip those things in too if you're ever asked to make a speech).

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* Mr. McCarthy is here referring to the cocktail party which followed.

And he told me a story at lunch and I thought that story was so apropos to every conference on education that I have ever attended, and I suspect will be to every other one I ever will attend. It so aptly caught the sense and spirit of every class in education I have ever taken and almost every book on education I have ever read. I was really enthused and I told the story there and I'm going to tell it now because it is such a tremendous story that it is certainly going to spread all over the country. If you haven't heard it, I guarantee it will have made it worth your while to have come to Toronto for this conference, because this story will be useful to you wherever you go and whatever you do for the rest of your life. It will never fail you. It will always be pertinent. And I think it is particularly pertinent to what I have to say today. The story goes this way.

It seems there were two ladies who, no doubt through no fault of their own but because of socio-economic reasons, cultural reasons and so on, had grown up in their early years to practise the world's oldest known profession. They were in fact - to name a name - street-walkers. They plied the same territory in a great city together and they knew one another well for a period of years. And then economic conditions caused them to drift apart. They hadn't seen one another for several years when they met unexpectedly in a supermarket one Saturday morning.
And one said to 'tother',

- "I haven't seen you for years".

And 'tother' said,

- *"Well, that's a fact, I haven't seen you for the same number of years".*

And one thing led to another and they decided to sit down and have a cup of coffee and talk it all over. The conversation went something like this:

- "What's been going on with you during the years we haven't seen each other?"
- *"You won't believe it, it's just simply unbelievable the good luck I have had. Everything in life has changed for me, everything has become perfect, everything is coming up roses for me".*
- "Fantastic".
- *"Let me tell you. I was hired one night to be present at a big stag party and a middle-aging to elderly gentleman took a great fancy to me and he began to date me, regularly".*
- "Fantastic !"
- *"And you know, he fell in love with me".*
- "Fantastic !!"
- *"Yes, I'm a married woman now".*
- "FANTASTIC"
- *"Not only that, but he turned out to be a millionaire! We have a huge home in the city and a huge home in the country and we have a yacht and he takes me travelling..."*
- "FANTASTIC!"
- *"But, I've been talking about myself. What about you? What have you been doing?"*
- "Well, nothing exciting like you, but the other day, I read one of those commission reports they are always having on education and this one had a lot to say about how everybody should be involved in educational programs and that education is a life-long affair and that you should always be upgrading your skills and you should always be studying. So I guess about the only new thing I have to tell you is that I'm enrolled in a continuing education course".
- *"What kind of a course?"*
- "Well, the only thing I could see in the syllabus that I thought could be of any use to me at all was a charm course".

- *"What do you take in a charm course, what do you learn?"*
- "I don't really know, I've only had one lesson. All I've learned so far is that from now on I should always say FANTASTIC!, whereas before I would have said, bullshit".

Your money back if that story won't do you every conference.

The reason I feel I am here under false pretenses is that on the strength of that one story - which the deputy minister told me, remember - I have acquired a sudden, instant reputation for wit, and I'm afraid that people are expecting somebody to be witty. Now as a matter of fact, I'm not a witty person; I come from a long line of dour, Presbyterian, Scottish ancestors who regard laughter as the spawn of the devil. To tell you the truth, I only know four stories. You've already heard two of them. One of them I'm going to end with, and the other one my wife won't let me tell in public.

I'm afraid we are going to be bitterly disappointed because not only am I not humourous, but like many people who come from long lines of dour, Scottish, Presbyterian ancestors who chose to settle in Nova Scotia and become even more dour and Scottish and Presbyterian, I have an incurable desire to preach. I am in fact a frustrated Presbyterian minister and what you are here for today is not to hear one of the funniest guys you ever heard in your life, but to be preached to and given the word of God. Conduct yourselves accordingly. The prayer will come at the end. I might add this about my jokes: the funniest thing - and it's really been a problem all my life - is that when I tell jokes, people seldom laugh; but when I'm being deadly serious, they laugh all the time!

When I was asked to come and speak on *Hard Schools vs Soft Schools*, my first reaction was an extremely negative one and I thought the whole thing was foolishness. If I had anything at all to say on such a subject, it could be summed up by telling about something I read in the funny papers a good thirty-five years ago. There used to be a comic strip in the weeklies called "Louie". Louie was a lawyer and on one occasion, Louie was challenging jurors before a trial. And to one particularly average-looking juror who sat there with his hat in his hand, Louie said: "Sir, do you believe in capital punishment?" And the juror replied, "Well, yes, if it's not too severe." And that pretty well covers my view of hard and soft schools.

You know, it strikes me as a great deal of nonsense to even ask the question. What's a "hard" school? I don't really know. A hard school is a place where the kids are whipped around, shouted down, put in their place; where no one is ever allowed to express an opinion or no one ever dares to laugh; there's no humour (all the teachers are Scots and Presbyterians); where everybody is bullied and you're made to memorize the telephone book and regurgitate it every Monday morning - in Latin; where all sorts of meaningless mumbo jumbo is pumped through your head; you're never allowed to stir; you have to sit up straight in your seat all the time; if you even scratch the back of your neck it's four thousand lines you have to write out. A "hard" school is a place where when you mention teaching aids they think you mean the rack, and the cat, and the stocks, and other such pleasant things. It's generally a place where children are brutalized and where the soul of man is stamped out and where things are awful.

Well, hell, I'm against that! After nearly thirty years in this business, I hate kids - as we all do, although it is not fashionable to admit it. But I wouldn't do those kinds of things to them, I mean there's a limit and besides, it's like smoking pot - it's against the law.

Well, then I'm for "soft" schools. What's a soft school? According to some people who are "agin" them, they're pretty terrible places too. Nobody beats up the kids in those schools. The kids beat up the teachers! The kids do as they damn please in fact. They smash everything that's smashable, and what isn't smashable they write nasty things on it. Work? Nobody does any work that he doesn't want to do. Everybody writes his own curriculum. Everybody does as he likes. Nobody is ever forced to do anything disagreeable or unpleasant. Nobody ever raises his voice, except if it's a kid hollering for service. In the hard

school, they don't really need washrooms because they won't let the kids go to the bath-room (people with weak bladders are sent to reform school). In the soft schools, they don't really need bathrooms because the kids don't bother to use them.

I could get really excited about this question if I believed in any such schools. But my problem is that I have been in the public school system all my life (there was a brief period before I was five years of age when they wouldn't let me in; since then, they won't let me out!); granted, it has been in an under-deprived area on the east coast of Canada. But I have had the opportunity to visit quite a few schools - as a matter of fact in every province in this realm and in the great United States of America and in the United Kingdom. And I have no biases (some of my best friends are school administrators - I wouldn't want my daughter to marry one, but I invite them to my home...after dark).

I know a good deal about schools, really, all across the country and I have never heard, either as a child or as a man, as a pupil or as a teacher, of a hard school (except when you're listening to a certain segment of the population tell us we shouldn't do all those awful things). And I have never seen one of the soft ones either. I've seen schools where kids get out of hand, but that's not because the schools were soft; that's because there was nobody there to take charge and that's quite a different thing. So I can't work up any enthusiasm about this. In my experience, there are just as many jackasses trying to run what they imagine to be hard schools as there are jackasses trying to run what they imagine to be soft schools.

At this point I want to let you in on a secret. I'm a little late with it. I really didn't mind having to speak about this because I knew in my heart I wouldn't speak about it anyhow. You all know the elephant joke, don't you? I first heard the elephant joke thirty odd years ago from a very great friend of mine in the Halifax Jewish community. It was a Jewish joke then and I'm sure it has been every people's and nation's joke in some form or other. I'm going to tell it today in its latest form in which it is a Canadian joke and has no nasty racial overtones (or does it?).

There was a certain society that every year picked a subject and they would have a number of meetings during the year and at each meeting they would ask some learned person to discuss this particular subject from a particular point of view and the point of view was always left to the speaker. In that particular year, the society had decided it would hear all about the elephant. The first speaker that they invited was an English aristocrat who quite properly spoke to them and gave a fascinating lecture on the elephant as big game - hunting the elephant in Africa and 'Indja'. They then had an American businessman who spoke to them about the future of the ivory trade particularly in relation to the developing petro-chemical industry. And they had a German speak to them and the German presented a massive, scholarly tome on the anthropological, zoological, biological and other -ological antecedents of the elephant, with 7,328 footnotes and a glossary. They had a Frenchman who spoke on the love life of the elephant, of course. And finally they had a Canadian, and the Canadian spoke under a most arresting title. He spoke on: "The elephant, a federal or a provincial responsibility".

It is not my custom to point out the moral in my stories. There are two reasons why I never point out the moral in my stories. The first is because I do not want to insult the intelligence of my audience. The second is an extension of the fable that Eric ** spoke about this morning, The Emperor's Clothes. If I don't point out the moral and you don't see it, you will have to pretend you did for fear that someone will think you weren't bright enough to "git it". In that way, I have you right where I want you. In this case, however, I will make it plain that the moral of that one is that somebody who really wants to talk about something will find a way to talk about it under any damned title you give him.

** Mr. McCarthy is here referring to Eric Runacres' conference on "Priorities in Education" (See page 3).

For the last two and a half years, no matter what I have been asked to speak about, I have spoken about the same thing. I have spoken about *the false liberal consciousness.* Last week I made two speeches. I spoke on "In-Service Training for Teachers in Prince Edward Island" and "The false liberal consciousness". And I spoke about "The Place of the Teacher in Society" and "The false liberal consciousness". And today I am going to speak to you - if I ever get around to it - (A student of mine once said he didn't apologize because his paper was four times as long as I said it should be - it was only 8½ pages - He said, I don't apologize for two reasons: first of all, because I have covered this subject exhaustively and have answered every possible question for all time; secondly, because I know that the man who is going to evaluate this paper couldn't clear his throat in 8½ pages). I have been clearing my throat for 8½ pages and now you know how right that student was.

I am going to speak about *Hard Schools vs Soft Schools* and THE FALSE LIBERAL CONSCIOUSNESS.

Just a few ground rules before I begin. First of all, the liberal, of course, is with a small -l-. This is not a political discourse. In the sense in which I am about to use the term, those governments in this country that we have been inclined to call Conservative, and are inclined to call Conservative, over the last decade or two, have been at least as liberal and in some cases I suspect more liberal, than those we have been inclined to call Liberal. I am not going to talk about politics. I can't afford to - the present government in Nova Scotia is Liberal and I have to go home tomorrow night.

Second, I want to give credit, if it is credit, where it is due. Two and a half years ago approximately, I was asked to make an address to a group of Social Studies teachers. Preceding me on the program was Professor Edgar Friedenberg and I wandered down to hear him. I will not cause Dr. Friedenberg to lose any sleep when I say that I was never a particularly "Friedenbergish" type of person. On the whole I have not been an admirer of any of his writings nor what I have heard of his lectures or of his points of view.
I met him once and found him to be a very pleasant fellow. I had to admit he was a lot smarter than I, but outside of that he didn't do a thing for me. On this occasion he spoke to these Social Studies teachers on something that he called "the false liberal consciousness", and as he talked I realized: he is finally bringing to focus something that has been bothering me terribly for a long time, and from now I can neither think very much or talk of anything else.

He made me realize that I had been a liberal, a liberal progressive in that sense, all my life and my father was before me. I considered that the liberal progressives of North America and the western world had done wonderful things for us. I subscribed to the view of Bernard Baruch - a very great liberal - a Cadillac liberal but a liberal - who once remarked: "The twentieth century will not be remembered for its wars and its miseries. It will be remembered gloriously as the first century in the story of man during which the 'haves' took thought for the 'have nots'". This was the heart of the liberal creed, this is what started it all going and that is why all of us have been liberals, whether we vote one party or another, for many years.

But - and it's an important but - every idea runs its course. Take the man who said that a fanatic is a man who redoubles his efforts after his original reason for making the effort has disappeared. As the years have passed, all the real opponents, other than the lunatic fringe, of liberal progressive thought have left the field and we have just been chanting to one another until our litanies are no longer really examined. We never really listen to the hymns anymore and we don't even make an effort to equate what we are saying to what we are doing, and liberal progressivism is beginning to be dangerous. I am one who holds that the only true radicalism today, in education or in any other walk of life, is a damn good dash of conservatism. I don't mean "reactionaryism" - I'm not for going back to "the good old days", I know about them, they were lousy.

So let's look at *Hard Schools vs Soft Schools.* Most of what we read, and we read a lot of it, is nonsense the way it's put (about the terrible way children are repressed and beaten and struck down and devoured and their creativity choked, etc., etc.). These things happen. My creativity gets choked and so does the development of my soul, every time I have to wait for a traffic light. You can't just do as you please in this world and there are problems.

Secondly, all of us in this room are wonderful people, and the vast majority of members of our profession - I take it most of you are members of the same profession I am, which is the public-school teaching profession. Most of us are above that kind of thing and you know, the Lord himself when He was on earth, picked twelve and one of them was a stinker. I don't know exactly how many public-school teachers there are in Canada - they must be crowding 400,000 - Suppose we beat the Lord's average by much? There's bound to be a few of us who are not all one hundred percent. Basically, it's nonsense to talk about either schools where kids are bloody palpitating wrecks on the floor (those battered children you hear about? I would like to point out to you, they are not battered at school, they're battered at home!) It's nonsense to talk about those kinds of schools - there aren't any. It's equal nonsense to talk about schools where teachers are thrown out the windows and the kids do anything they damn well please. That doesn't last long. Just long enough to get a new principal in there.

Think about it. We teachers and principals and "snooperintendents" are so used to being told that these conditions do exist - in fact they are endemic - and we are so 'unused' to saying, "That's damn nonsense". You may need a little practice to get into the habit.

I wonder how many here have had this experience. I have had, on the same day of the same year, two representations wait upon me; one to tell me that I had to do something about high school 'X' because there was a reign of terror there - the kids were repressed and it was run like a military prison and there was no scope for man's soul and his creativity in there; a regular hell-hole, a devil's island. And on the same day a concerned group met with me to tell me that they were disturbed about the future of their children attending that same school, because it was Sodom piled upon Gomorrah. One of them told me that everything, short of you know what, happens at that school. The same school on the same day!

If this is foolishness, how does it happen that so many people say it and get away with it and those of us who know better don't put them straight? I say it is because of the "false liberal consciousness" which has made the Emperor's clothes look like a mere bag of shells. And if you buck it, you are not only unfit for your job, you're unfit for membership in the human race. You are not allowed to question it.

This summer I was listening to our local Amos and Andy show - you may have heard of it, 'Information Morning'. It's the best one around - the best there is - that's why I listen to it. The commentator there is so prestigious that he is broadcast from coast to coast. Every morning they give us 'the word'. Sometimes it's difficult to make him out because he usually speaks with a Scottish or a Bronx accent (that's a peculiarity of the CBC). On this particular day (and I thought of this conference because I had already been warned), the commentator advised Canada that there was cause for deep concern on the part of every Canadian to be found in two small news items that had been called to his attention during the previous week.

One was to the effect that the Prime Minister of Canada, unforgiveably, had made some off-the-cuff, semi-philosophical comment to the effect that there was a limit to permissiveness in any society; that one of the conditions of survival of any society was that there be agreed-upon limits, and that those outside be regarded as deviant in some way or another. This disturbed the commentator terribly.

What disturbed him even worse was the fact that a Cabinet Minister of Ontario had made a truly terrifying statement. Somebody had asked him if he or the government had any plans to do anything about what was described as, "the flagrant and unconcealed public advertising for sale" on a great street in a great Ontario city - "of pornographic pictures and literature and of houses of prostitution". And the minister had allowed as how that maybe that should be looked into.

Well, that was too much for the commentator altogether. He couldn't swallow that. He ranted and roared for the five minutes allowed him about all the sinister implications of these two statements. I was almost afraid while I was shaving. I thought I should make

arrangements to flee this police-ridden land. And he closed with the coup de grace against which no reasonable person could raise argument. He said, "When they start talking about limits to permissiveness, they're getting close to Law and Order. You know who the last one was to talk about Law and Order? Richard Nixon! " - And with that blow he left the air.

Until he had pointed it out for me, I had thought it was something close to a social axiom, that every society must agree on certain limits of behaviour. Don't you believe it. You are on your way to Watergate if you believe it! That's the false liberal consciousness. One thing conjures up another. You've heard of guilt by association. This is condemnation of ideas by association. If I'm in favour of law, I'm in favour of Watergate! Why, I've already made arrangements with Rosemary Woods to doctor the tapes! There's no two ways about it in the false liberal consciousness.

One of the problems is that you are not even allowed to ask questions. In our context for example, is it permissible to ask if it is really true that young people, who are going to be idle or mischievously employed, are far better to be idle or mischievously employed in a secondary school than somewhere else. Is it really true? I heard a fellow ask this recently at a conference. I don't know if he's still alive or not. He only asked it, he didn't answer the question, but within a few minutes - just as that commentator had taken a simple remark and taken us all the way to Nixon - this fellow had taken us all the way back to the days when nobody but the elite went to high school. You are not allowed to ask in the liberal consciousness. Not in the *false* liberal consciousness, to be distinguished from the *good* liberal consciousness, which says that you can ask anything - it's the only road to truth. It is the only road to truth but how on earth do we get back on it in the face of some of these strange factors?

Let me give you a few more examples; you will recognize them and you will realize that I'm relating them to schools, hard and soft schools (they can be related to anything). Everything to the false liberal consciousness is a "problem". "We'll have a meeting - the first thing to do is to define the problem". That's not the first thing to do. The first thing to do is to decide whether we have a problem. "But we know we have a problem, we always have a problem".

To quote Friedenberg twice in the same day worries even me a little but he did say to me once that the problem with a certain famous liberal educator (and I won't mention his name because I know you all love him), is that he cannot accept the fact that some things are the way they are because that's the way things are! That may not seem profound but you think about it. This is a large part of what is wrong with the liberal consciousness - they can't accept that at all; everything is a "problem to be solved". Everything is not a problem to be solved! There are things that are the way they are because that's the way they are and they are to be lived with, not to be solved. There are other things that are no doubt problems but we can't solve them.

One of our peculiarities is what Ivan Illich pointed out. He spoke of "social addiction", which he said was the habit of man to say that when all efforts have failed, we should redouble the prescription. If we have been trying to perform a certain deed in the public schools for fifty years; if we have spent 90,000 fortunes on it and driven thousands of good people - teachers and students - crazy in the attempt, and all in all we haven't gotten to first base, is the solution to redouble our efforts? Or is the solution to say that we can't do that. In the false liberal consciousness you're not allowed to say that at all. And another thing, you can't call anything by its name. That doesn't mean you can't label things and put them all into categories and once you've done that you of course have a solution to the problem. Now the solution may not solve the problem but you've done your part. All you were asked to do was provide a solution. No one said anything about solving the problem.

Do you know a funny thing that has happened in this world of ours (I say funny in the sense of peculiar, of course, not in the sense of comical)? I remember when I was first in the public-school business and I had classes for the retarded in that great city of Halifax.

The people who had to go out and convince the parents that it was in the interest of their children that they be given special education really had a rough time. Nobody wanted his kid labelled a 'dummy'. And it was really a case of those people needing police protection to go out. Nowadays, this is a matter of some distinction. "My child has a learning disability". "My kid's learning disability can whip your kid's learning disability any day". "If my child isn't getting special treatment, why not? I pay my taxes". But don't forget, you can't call things by name. Another example of this. When I first started teaching, I taught in the slums of Halifax. I am pleased to advise you that there are no longer any slums in Halifax. There are 'socio-economic disadvantaged areas' but there are no slums.

I really don't want to deceive any of you good people. I don't want you to think that I am anything but what I am, although I am honored to be here. I have never been so honored because I am now an 'expert'. As you know, an expert is someone who is called in from out of province. I have met all kinds of them, coming to us in Nova Scotia, and I am happy to be here to reciprocate. But I don't want to deceive you as to my qualifications - I could hardly be more ignorant. When I graduated from Dalhousie University, it didn't even have a Sociology Department! So now you know how much my opinion on any subject is worth.

Some other things we hear a great deal about these days is individuality, uniqueness. I heard a tremendous speech last week. I've heard this speech forty or fifty times in recent years, I don't think ever twice by the same person, but I hear it again and again. And the central thought is uniqueness, and how it is not the purpose of schools to turn out people who are alike, who have learned the same things or do things the same way. It is the purpose of schools to nurture the uniqueness of the individual. It so happens that at that same conference, just before the main speaker spoke, there was one of those announcements they make at conferences, and it went this way: "Will all teachers of driving education please meet in the foyer at 11:30". And I couldn't help but think, are they going to practise that uniqueness theory? Is everybody going to learn to drive a car in a different way? Are we all going to follow a different set of rules on the road? Mind you, I have been in a couple of towns when I thought they were already that far advanced! I hope we're not all going that way. Believe me, and I speak from the depths of my Scottish Presbyterian soul, God Almighty made each of us unique - the public schools didn't do it. Nor are they very likely to undo it.

One of the most profound things I have ever read about children and adults and the relations between them I found in a Christmas cracker. I was at my mother-in-law's (I go to my mother in-law's - at Christmas time). The message was the following: "It makes a man kind of humble to have been a child in an age when everything was blamed on the child, and a parent in an age when everything was blamed on the parent". And so it does make you humble. You know, that's the most marvellous doctrine ever devised - there's no such thing as a bad kid or a delinquent kid; there are only delinquent parents! Just think of what it means, use a little logic on it. "I'm not to blame for the awful things I've done, it's my old man. But he's not to blame, is he, it was his old man, and his old man..." all the way back to Adam. None of us is ever to be responsible for anything again!

The false liberal consciousness - what am I saying? I don't want to reduce this whole issue to one idiotic example, but if you want to know how I vote on the issue of corporal punishment, I vote against it. I have never had to use the damn strap and I don't see why anybody should have to. I don't believe in beating kids - I never did and I never will. I don't believe in being sarcastic or mean to kids. But I'll tell you what I do believe. I believe that it is time that we, as a profession and as a people, say these things. First of all, we well understand the need of our kids for kindness and love. We also understand the need of our kids to understand that in this world, no matter how mad it makes that radio commentator, every society - little like the school, big like Canada - must have some limits on its permissiveness, some point at which we all agree we are going to stop; and we're not going to have confounded nonsense such as it "destroys the soul of the child".

I wish I had more time to tell you about the school I went to. I don't want to go back to it, I didn't mean that - I don't look back on it in admiration. Lord help us, we lined up not once but twice before going into school every day. If you turned your head to the left

or the right, I kid you not, you were taken out of line and reported to the principal. Three times reported to the principal and you got whacked - it didn't matter why by the way (so if you were going to get pulled out you might as well get pulled out for something good). It was run by a group of elderly ladies, and everybody knew what was what and you did what you were told and you were jumped on and I know that my creativity was jumped on a great deal. That is why, to this day, all the members of my class are so repressed! Anybody can tell you they must be, you know they must be! They must be terrified of their shadows, they must be totally without humour, totally devoid of any imagination, they must be if they went to that kind of school. Mustn't they?

I just want to say this: I believe, not in hard schools or in soft schools, but I do believe in schools. And I believe that school, however you define it, has to be in some place - and I don't care if it's in a school building or in somebody's house or in the back-yard or wherever - where somebody who thinks he knows something meets with somebody who admits he doesn't know it but wants to learn it and they try to work out some arrangement by which the guy who doesn't know it will know it. And that's all it is and I don't see anything wrong with that at all, not in the least. Nor do I see anything wrong with the idea that the rules of normal human behaviour that govern you as you walk around this hotel should govern everybody in schools. If that's repressive then we're all repressive. You and I are going to be repressed here today because they are going to expect us to abide by certain amenities. I don't support people who want kids beaten to death because they're too dumb. I was not one of those who believed that civilization would fall if hair was too long or skirts were too short. I'm not arguing for that kind of foolishness at all.

But I do say this - that we have to, as a teaching profession, rise up and say that we know our business best and we're tired of listening to all this nonsense. You know I have a very strong feeling that that day is coming, that people are just barely being polite. They don't have tears in their eyes anymore. I think there's a growing desire in the teaching profession in this country to get up in response to some of these cries from anguished, false liberals and say, FANTASTIC!

I would just like to end here with a last word about my friend the Scot. I have to tell at least two Scottish stories otherwise I can't go home happy. You may have noticed that I'm mixed up and backwards in most things that I do. I started off with Jock at his wife's death bed. Now I take you to the night he proposed.

They had been going out together for a long, long time and Ginny was beginning to wonder if Jock was ever going to pop the question. On this particular magnificent night, with the moonlight rippling on the water, the leaves rustling in the trees, they walked along hand in hand. Suddenly, Jock was overcome by the occasion and he turned to her and said:

- "Ginny, will you marry me?"
- "Aye, I will Jock".

And they walked along hand in hand as far as they could walk and she talked about the house and the children and the furniture and the wonderful times they were going to have. And Jock he said not a word. They got back to her gate and she looked at him and said:

- "Jock, you're not 'unweel'?"
- "No, Ginny, no".
- "You're sure you're alright, Jock?"
- "Yes, yes, I'm fine, Ginny".
- "I was wondering about you Jock, you've not said very much all night".
- "Ginny, that's the trouble, I've said far too much!"

GERALD J. McCARTHY, a native of Nova Scotia, has been very active in that province's educational system since 1947, as a teacher, vice-principal, principal and assistant superintendent. He is currently Superintendent of Dartmouth Public Schools, a post he has held since 1968. He has also been involved with various teachers' unions, educational associations and research projects, and was for several years a freelance commentator and writer for the CBC in Halifax.

WORKSHOPS

WORKSHOP 1

STUDENT RESPONSIBILITY AND INDIVIDUALIZATION

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The title of this workshop should be "Individualization and Student Responsibility", since where is the need for much responsibility on the part of the student when he is locked in with others in blocked step-by-step treatment? But what is individualization. I consulted the dictionary to find that it is "a program of correctional or penal treatment for a delinquent or adult offender which is coordinated with expert information regarding his personal history and rehabilitative needs". Actually that was the second definition; the first said, "act of individualizing or state of being individualized". That's better - and yet I don't think we should forget that part of the second definition that says "coordinated with expert information regarding his personal history and ... needs".

I approve of individualization--when it is a case of meeting the needs of an individual. It's wonderful when we can provide students with courses that follow their interests and aptitudes and satisfy their goals, all at a level at which they can both enjoy success and be challenged. But there lingers some uneasiness. We as educators have regrettable bandwagon tendencies. We leap at an exciting new idea, mouth platitudes about its effectiveness and merrily dismiss old styles before we have sufficiently researched the value of the new. We may sacrifice on the altar of individualization many individuals who because of their particular *individual* make-up, do not best fit into the current popular mold.

We claim to do this in the best interests of our children who are our most valuable gems, prized beyond rubies and pearls and diamonds. A child is or should be as important as a diamond. We don't leave diamonds in the rough; we trim and cleave or saw into suitable shape and size, cut into the desired form and finally polish. The cutting is a serious matter--the two-fold problem: to obtain the largest perfect stone possible and to remove any portions containing flaws or defects. The Excelsior diamond which yielded 10 splendid stones required two months of study before the cutting; the Cullinan, nine months. Yet a child is buffetted along a rather fast assembly line with a spot of polish here, another there, too often given by amateurs not yet sure of their trade, and their uncoordinated efforts may, unfortunately, but add new flaws. Individualization is not just the making up of a timetable of subjects that *appear* to meet the needs and interests of a student. It requires expert and time-consuming study of the student so that his needs and interests may *truly* be known. I remember reading of parents who kept much more than the usual baby book of first smiles and steps and words. They noted carefully the kind of toy for which their baby reached, the kind of music and colours that attracted his attention; later, the kind of books he read and type of play activities he enjoyed. That child's career was carefully, successfully and happily charted.

But individualization is not just to meet needs and interests, whether or not they are based on snap judgments or research. *Each person learns as an individual, and so there should be individualization of teaching.* How little we know about how children learn, and how to teach to meet special learning needs. Our teachers enjoy a good deal of individualization in their teaching; they choose the topics that appeal to them or for which they can most easily prepare in the time they have. They concentrate on notes or lectures as they themselves choose, forgetting that some of their students may be aural learners, and others, visual. We have barely scratched the surface covering perceptual difficulties and the mysteries of the brain and its intricate circuitries. We really have no idea of how to meet the individual needs of those with special problems because their inner "wiring" is somewhat off the norm. Our individualization bandwagon does not travel along unmapped byways.

But then, ... so what if individualization is broader than timetabling? Should we be dabbling in it at all? Is it perhaps too much a contradiction of another of our bandwagons based on obvious fact? Man is a social animal, and this world is getting smaller. *Can we afford individualization?* Little Johnny gets a poor report from nursery school because he likes to build sand castles by himself rather than fingerpaint with his peers. We are alarmed by individualization in the play world, but wave the individualization banner high a few short years later. Is this consistent? More important, is it right?

Individualization of timetables is with us, and so we must consider student responsibility. Perhaps it is that we must have some way to get off the hook in case we've erred in our reading of the situation. "The student must share with his parents the responsibility for his choice of program". But we educators should be the experts. Are we throwing the child into the water before he can swim? Is it responsible of us to expect responsibility from those not properly prepared for it? Most people do not really have inquiring minds; these must be cultivated like taste buds. Children normally have the greatest reluctance about trying some strange food; is it surprising they show the same reluctance and distaste for subject matter new and strange to them? Most people do not have decision-making tools ready at hand; they must be shaped and honed. And even when they are ready, their correct and efficient use must be taught. *I'm really not a guidance-oriented person, but I certainly recognize the need for a great deal of preparation and guidance before responsibility can be pushed on to young shoulders.* Is it fair to ask a student to take responsibility for choosing a timetable from among unknown subjects for an unknown future for an unknown self? It is our responsibility first to help him know himself, to help him chart his future, to give him the tools of choice and decision.

But, you say, his parents can do that. Can they? Do they know any more than he does about the subjects, about the future, about himself? Can they speak English? How long have they been in the country? How much education do they have? How much knowledge of the world and

how it ticks? Do they know their sons and daughters or do they wear blinkers about their abilities and interests? A brilliant doctor may have a brilliant son who shouldn't touch medicine with a 10-foot pole, but his father has one idea. Two plodders may produce a genius, yet have no sympathy or understanding of her potential. Again, we have our duty, even though we must tread most warily.

Individualization and student responsibility - fine words - most admirable intentions! But we as educators must remember the words of 17th century Spanish *Baltasar Gracian:* "The greatest service you can render someone else is helping him help himself... If you see an opportunity in his path, point it out, but let your hand guide, not push him. Remember that the risk is his, and that he who takes it must make the decision".

MICHAEL VALITUTTI

"How responsible are students in decision-making?" A person is responsible only as far as his education and experience allow him to be. In criminal law, a five-year-old is not held responsible for his actions because he is too inexperienced to deal with society's rules and regulations. This five-year-old can be compared to a grade-nine student. To give him total freedom and responsibility in choosing all his subjects would be like holding a five-year-old responsible for all his actions. I'm not saying that grade-nine students are as immature as five-year-olds, but they both lack experience in decision-making. I'm all for freedom of choice in subject selection, but not too much. A grade-nine student should never be allowed to choose all his subjects, because I think he fails to realize the importance of hard-core subjects in his future selection of a university, college or career. I feel that as the student progresses through the years, he should be given more and more freedom, like the five-year old who some day will be given the right to drive.

"How can we give total responsibility to students entering high school if most of them haven't even decided on their future?" One of the greatest tasks a student faces in his life is that of career selection. I personally feel that pressure is placed upon him from grade eight when he is asked to decide on high schools. The student is confronted with a vast selection of schools which specialize in certain fields which may possibly lead to a future job. The student then is faced with the question, "What am I going to be when I grow up?" Bewildered, the student usually asks his parents who usually want him to be a doctor or a lawyer. After grade eight, he puts the idea of a career out of his mind; he'll leave it for the future although he'll be lucky if he finds out.

I feel that the student should be told that career selection is the whole idea behind school; it's a serious decision. Our schools need more information about the great variety of careers available today. The student needs to be encouraged to look into careers and their various aspects such as job demand, wages, job pressure, aptitude and educational requirements. Fact sheets on various careers could be very helpful to the students.

It has been suggested that students should take a one-year course on career selection. This idea is fine except I fail to see how a student can spend a whole year on studying various careers. That would be too much; most of it would just be wasted time.

Students are individuals and should be treated as such. At my school we have individual timetables, and I feel that this makes the student feel different from the rest because he is, in fact, different from the rest. In our classrooms, whether we are regarded as just one group or as a group of individuals is usually left up to the teacher's discretion, although I personally feel that all students should be treated as individuals.

We, the students, would enjoy responsibility, but only if we are capable of handling it. We students are individuals and would enjoy being treated as such. And last but not least, I feel that our schools need more guidance and information on high school selection, on university or college selection, and on career selection.

PATRICK (Pat) CARROLL

MASS EDUCATION - INDIVIDUALIZED

To respond to the almost infinitely diversified expectations of the increasingly expanded clientele to which the school system is addressing itself, it is almost necessary to achieve the squaring of the circle: we are demanding of a system of mass education that it be at the same time individualized. I believe that it is the specific demands implied by this duality of purpose that are at the heart of the harassment, the ambiguities and the contradictions which educators and school administrators experience. It is undoubtedly not by chance that in a mass society where the individual is subjected to a considerable number of pressures and constraints which tend towards standardization of people, the demand rises for an education that is more and more individualized. For example, one of the principal reproaches addressed to the great educational complexes (giant secondary schools) is that they plunge the individual into an anonymous crowd and reduce him to the status of a number. Personally, I do not believe that the student, as much as the teacher, creates within these large complexes, his own network of personal relationships.

It is still true, however, that in the eyes of a great number of people, especially perhaps of parents but also of educators and students, these great complexes have a character of anonymity and that for them this is probably true. It is in reaction against these great complexes that they cry out - not without reason - for an education that is more individualized, more personalized, made to the measure of each student.

I believe that it is necessary to find other ways towards a more personalized education. In particular, I am convinced that we are far from having explored all the "natural" educational resources which the great school complexes offer. We continue to believe that the teacher in front of the blackboard is the principal, if not the only, instrument of learning. And yet the natural groups which form themselves on the basis of friendship, or around common interests, or on the occasion of a collective effort of research or some other enterprise, could become micro-communities of learning among equals if we knew how to stimulate them, encourage them, let them operate while nourishing them with suggestions and information. Many young people ask no more than to be able to work in a setting more free and more spontaneous than traditional classrooms.

STUDENTS SEEK RAPPORT WITH ADULTS

Does this sound naive? It's not. When a student is faced with a choice, he looks for adult guidance. However, the values of the adult must be in line with those of the student. Many educators and social commentators argue that a student defines his own image by rebelling against adult models. When these adult models are found to be hypocritical or of questionable moral value, students reject them as a means of testing their own power and independence.

Consequently, students may choose to follow the ideals of a counter culture. But adults are authority figures, and power is attractive to the youth emerging from the security of childhood into the economic and political environment of the adult society. The conflict is clear. Either "buy" the values of the powerful or turn rebellious (or apathetic) or opt for the security offered by the counter-value system.

The vast majority of students do not choose counter-culture options, but hide in the silent anonymity of society. It is a defense, and a good one, against having to choose between two undesirable options. A democratic government which is built on laudable ideals, but which operates on a less desirable set of goals, is hardly conducive to mature citizen involvement. Adults who can illustrate, through action, the efficacy and self-worth of operating within the system to achieve goals compatible with youth's value system, are likely to gain the respect of students. The positive result of modeling one's behaviour on such adults is clearly evident to most youth. There is simply a scarcity of adults who understand the needs of the students or who are willing to take the time to explain their own actions so that the student can learn from them.

STUDENTS NEED CHOICE OF ACTION

How often do we hear that students should not be given so many rights because they can't handle the responsibilities they already have? There are two evident fallacies in such an argument.

First, one does not "give" rights to students. If we respect our system of government, there should be no question but that the Constitutional guarantees apply to all humans, not just adults. This includes the right to due process. A right, therefore, is not granted - it is only denied. Secondly, students, like other people, learn best from taking risks. They must fail to succeed. Of course, this pre-supposes that they are given responsibilities which they can attempt to fulfill. Often, we over-prescribe the actions that they must take to fulfill their obligations, or we may fail to give them any direction at all, leaving them to construct a pattern of action that may be more complex than we realize.

Even more important is that we over-protect students from the consequences of their actions. Would it be reasonable to assume that an adult could learn from his mistakes if he were not allowed to suffer the consequences of his actions? Why then do we expect this of youth? Naturally, there are many responsibilities students should not have to assume because, in the event of failure, their consequences could be injurious to their health, safety, or well-being. It is a delicate task, at best, but an important skill which we, as educators, must learn.

The student needs to understand (not just be told) the importance of his responsibilities, and then to have the freedom (with minimal but responsible guidance) to choose alternative activities on his part. He must be allowed to feel the consequences of this action directly, not from the authority figure, but from the person affected by his action. And finally, he must be given the chance to try again. What's the catch?

It takes a risk on our part. Risk which means distribution of power and a possible loss of efficiency in our management of education. *If we are educating the young, can we care more about our own peace of mind than their growth?*

Again, students need to be treated as people, not units. They need to understand process as well as content in our democratic society. They need to be free to seek rapport with adults who can demonstrate the worth of their goals in a consistently applied democratic process. And they need to be given responsibilities that they can see are worthwhile, and have the freedom to choose their own pattern of action under responsible guidance. We, on the other hand, must be willing to take risks for the sake of their growth.

Based on the afore-mentioned needs, *a formula for student-adult relationships can be constructed.* Basically, there are *five factors* which must be present to create an image that will satisfactorily comply with both the student's needs and society's expectations.

First, students must find rapport with adults. Although difficult, a relationship can be established based on a common respect for the process, if not the content, of education. In other words, "I may not respect your opinions, but I do respect your right to express them and seek change within our common society". Consistent application of this process is the only way to teach respect for the system. It is, therefore, unacceptable educational practice to allow students to voice agreement with administrative philosophies, but deny them the right to express discontent.

Second, students need to feel relatively competent in their various roles. It is unrealistic to expect that a student who wishes to work for change within the school system can do so without receiving training in the system's modus operandi. Skills such as how to make a presentation, problem-solving techniques, group skills, communications, and conflict-management techniques can be taught. Nothing will create frustrations faster than allowing a naive student to make an ill-prepared presentation before a highly competent staff of educators. The student's own feelings of incompetence will result in anxiety and tension, which he will be forced to express outside the system. It's a perfect set-up for failure.

Third, students need to be visible to the adult audience they wish to influence. Either we can constructively provide channels for student communication, or they create them in a somewhat less desirable, but highly visible, manner. Students who wish to work for constructive change should not only be seen but heard. We have the power to create channels for a legitimate expression of student opinion and need. The "quiet" educational environment is not compatible with this responsibility.

Noise need not be conflict; it can be enthusiasm. Silence usually signifies minimal compliance or apathy.

Fourth, students need to understand our roles and power. Few things are more devastating to rapport than a student's inability to determine who has power over his education. Buck-passing has short-term benefits for delaying decisions, but the long-term implications are destructive to all involved.

Fifth, and last, the student must be able to talk to his peers, to seek consensus, and to be accountable to their needs as well as his own. Call it an education in Man's social responsibility if you will, but it boils down to his need to see himself as part of a greater whole. His actions do affect others and administrators' "divide and conquer" techniques to prevent this will consistently yield a nation of sheep, without respect, regard or concern for each other. We are, after all, in the business of educating future adults.

MARIE SMIBERT, an M.B.A. graduate of the University of Toronto and a student at U.C.L.A., is a past President of the Ontario Business Education Association. Over and above her duties as Principal of Central High School of Commerce (a post she has held for the past five years), she is currently a director of the Ontario Secondary School Headmasters' Council, a member of the Executive of the Canadian Association of Business Education Teachers and Vice-Principal of the Toronto Secondary School Principals' Association.

MICHAEL VALITUTTI, born in Canada of Italian parents, is a Grade-12 student at the Central High School of Commerce in Toronto. Not only has he been active in student council affairs, he is also among the top third of his class, and is seriously thinking of going on to university after graduation. Good luck, Michael!

PATRICK CARROLL has been a teacher in England and a principal in various high schools in Ontario since 1957. He is currently a Special Project Officer for the Carleton Board of Education and has been appointed to serve as principal of A.Y. Jackson Secondary School due to open in September 1976.

WORKSHOP 2

THE COMMUNITY AS AN EDUCATIONAL RESOURCE

ERNIE J. SHIPTON

PRINCIPAL
MOIRA SECONDARY SCHOOL
BELLEVILLE

MARY SHIPTON

HASTINGS COUNTY
COMMUNITY SURVEY

Editor's note: The following is an outline of the workshop. We suggest you contact either of the guest speakers for further information.

I BRING THE COMMUNITY TO THE SCHOOL

- Recreation
- Adult,youth or child interests groups - community schools
- Night school
- Parent assistants (in the classroom, the resource centre, on field trips or for individual student assistance)
- Guest speakers from industry, etc.
- Careers day
- University day
- Special event (example: Future Day)
- Summer program (Art, Music, Drama, Chemistry, Cooking, Sewing, Athletics, Photography)

II TAKE THE SCHOOL TO THE COMMUNITY

. FIELD TRIPS
. TRIPS OUTSIDE THE COUNTRY (MEDITERRANEAN, LONDON, NEW YORK)
. WORK EXPERIENCE
. TECHNICAL CLUB
. STUDENT LEADERSHIP (Students' Council - Athletic Association)
. TELEVISION
. COMMUNITY INVOLVEMENT PROGRAM

. STUDENT VOLUNTEER PROGRAM (necessitating a Chief Coordinator, a Program Coordinator, a Day Coordinator)

Suggestions for Student Volunteer Programs:

- Elementary School Swim Program (100 pupils a year - 20 instructors - a program coordinator - chief instructor - instructor - assistant instructors)
- Teacher Assistants in Elementary Schools (approximately 2 hours a week)
- Elementary School "After Hours" Programs:
  - . Interest groups
  - . Athletic programs
  - . Peer-group counselling
  - . Tutoring services
  - . Programs for retarded infants, children and adults
  - . Museum guides
  - . Outdoor education counsellors
  - . Re-training programs for stroke and other victims

Tips for effectively using the community as an educational resource and creating an atmosphere for community involvement:

. Teachers must be willing to allow and encourage students to participate in volunteer programs, field trips, etc.

. Principals must be willing to have their staff released for community involvement.

. Parents should be allowed easy access to the school.

. Staff should not feel threatened by parent involvement.

. There should be a high level of expectation for student behaviour and the discharge of their responsibilities.

. The staff should understand the dividends for individual students.

. The principal should understand the dividends for his staff.

. There has to be flexibility of individual student timetables.

. All staff should be adequately warned.

ERNEST J. SHIPTON has been a teacher, a department head, a vice-principal and is currently Principal of Moira Secondary School in Belleville. His experience in the field of education also includes that of guest speaker, lecturer, panelist, and co-author of a number of text books on health education for Grades 9 to 12. He spent two years on staff at the Secondary School Principals' Course (Part II) at Queen's and Trent universities.

MARY SHIPTON, a registered nurse by profession, has over the years been actively engaged in bringing cultural events to the city of Belleville. She is currently a research technician for the Hastings County Board of Education, helping to make available to students the human resources and expertise of that community.

WORKSHOP 3

EDUCATIONAL ADMINISTRATION

A Leader's Viewpoint

BRIAN SHARPLES
Faculty of Education
Queen's University

Prior to this conference, COGITO conducted a survey designed to determine which topics might be of interest to participants. One of the findings of this study was that 52 per cent of the respondents expressed an interest in current theories and developments in Educational Administration. It would therefore appear that my task in this workshop should be straightforward. However, it must be realized that the advancement of any discipline is not linear in nature but follows a stepwise progression, in which periods of rapid development are followed by substantially longer periods of entrenchment of current ideas and subsequent stagnation. At present, the study of Educational Administration is caught upon one of those arid plateaus and its future direction is uncertain. While this state of affairs prevents me from fulfilling the original request, it does give me an excellent opportunity to express some thoughts on a topic that I feel is in need of re-examination.

One particular issue which is of increasing concern to me is the present attitude towards *leadership* which I wish to challenge in this presentation. Over the years, the growing emphasis on democracy, equality, and the uniqueness of each individual has resulted in a definite change in the concept of a leader. Much of the current literature creates the impression of a leader who is considerate, enlightened, and ready to mediate conflicts. As a consequence he is prepared to sacrifice his own needs and desires by dedicating his energies towards the achievement of the organization's goals and the individual growth of each subordinate. Proponents of the human-relations approach to administration strongly contend that an administrator should give serious consideration to the opinions and concerns of individuals and groups before making a decision, or better still leave the decision up to the staff. The advocates are convinced that this *democratic form of leadership* will produce high morale among subordinates which will inevitably result in

increased productivity, conflict reduction, and a greater acceptance of change. So far, no convincing research has substantiated this point of view and yet we are inundated with many appeals to develop and sustain this type of leadership. *Why?*

The normal response to such a question is that to improve productivity it is necessary to achieve greater congruence between the needs of subordinates and the expectations of the organization. This state of affairs is best achieved through minimizing hierarchical differences in the organization which necessitates democratic leadership. It is ironic that this model of administration which emphasizes concern for the individual subordinate seems to totally ignore the fact that leaders themselves have needs, emotions and ambitions.

In an effort to counter some of the current thinking about leadership, I wish to present *another viewpoint* which I think is more sympathetic to the plight of the leader. In doing so I am not suggesting that the present approach is wrong but that some balance is required.

Two major concerns of any leader with respect to the organizational task are: (1) the performance of each subordinate and (2) the coordination of the many activities that occur within the organization. In addition, but on a more personal level, a leader is highly motivated by self-interest, particularly survival, in his present position. Taking these outcomes as given, one is now faced with the question of determining how a leader can best accomplish the organizational tasks and at the same time meet his own needs. The most obvious response to this question is *control over subordinates.*

While control over our physical environment has been lauded as a desirable goal, the same open recognition has not been given to control over individuals. Much of the research directed toward increased productivity involves to varying degrees control over the activities of individuals by means of prescription. For example, the work of *Taylor* at the turn of the century was one of the first attempts to use the scientific method in order to prescribe the most appropriate order of activities to be performed by an individual in order to maximize output. The approach to *Taylor's* Scientific Management was *mechanistic:* man was viewed as a machine which could be made more efficient by using principles of mechanics to determine the most appropriate activities in performing physical tasks.

It did not take long for other researchers, such as *Mayo,* to realize that *psychological* and *sociological* factors contributed significantly to the performance of an individual because of the emotional involvement with work and organizations. As a consequence of the growing awareness that workers were indeed human beings, with feelings and needs, social scientists began to focus upon factors such as morale, job satisfaction, communication and motivation to improve productivity. Today, administrators are often encouraged to provide outlets to each employee's creative spirit.

The concept of a leader as an individual who controls and coordinates the activities of subordinates did not show any change despite the development of this concept. In fact, the new view of man merely resulted in a new rationale for the continuation of the authoritarian relationship. In fact *Mayo* saw subordinates as creatures of non-logical thinking and that the task of a subordinate was to attempt to understand the 'non logic' of the masses in order to facilitate coordination.

Research in the behavioural science directed towards administration emphasized efficiency of production. Researchers examined the effect on production of another set of variables, namely psychological and sociological factors. Since each of these factors has definite implications on behaviour - a prime determinant of productivity - then it can be readily construed that this type of research facilitates greater control over subordinates by an administrator. Thus, the concern over the realization that a subordinate is a person was not for humanitarian reasons but once again for the purpose of enhancing control over the subordinate's actions in order to increase productivity.

The most effective form of control is by the utilization of knowledge. An ideal leader would be one who possesses both perfect knowledge and an infinite capacity to employ such knowledge. He would have perfect control of the present since he would always be able to prepare the future rather than to plan for it. Fortunately, the type of person I have described is not with us in human form...

Since men's intellectual capacity is bounded, the design of any social order must invariably limit the behaviour of individuals. For it is only by imposing constraints on possible outcomes that a leader can anticipate specific actions under differing conditions and thereby retain control of the system. Control over the actions of many individuals is achieved by use of organizational structure.

Organization

A number of social scientists have suggested that a key factor in an individual's behaviour, regardless of the situation, is his perception of the standard of behaviour expected of him in that position. Much of this behaviour is highly routine and is connected with specific tasks. The position occupied by a person accounts for much of his behaviour. In other words, organizational structure determines to a large extent the behaviour of each member of the organization.

Every large organization exhibits some structure which is based upon two fundamental principles: (1) the establishment of a hierarchy of offices in which each office is under the control of a higher one;
(2) a systematic division of labour using specialized training and expertise as the criteria.

It is in this manner that the responsibilities and actions of each role in the organization are determined. Written rules and regulations are then often developed which indicate to each member of the organization the specific tasks for which he may be held accountable. Should a person whose behaviour has been prescribed extend his activities beyond the established parameters, the rules and regulations make provision for the reprimanding of the subordinate by a super ordinate. *It would appear that organizational structure is instrumental in a leader maintaining control.*

Structure implies the existence of some form of order which is a prerequisite for predicting the future. The ability to predict with a high degree of reliability permits a person to plan with more confidence. Consequently, organizational structure not only assists in maintaining control in the present but is equally valuable in ensuring control in the future through careful planning. Moreover, *a capable leader will use the organizational structure to personal advantage.* Therefore, it is possible to consider an organization more as a social tool of the administrator whereby his capacity to control subordinates is enhanced.

While the imposition of a social structure to establish behavioural norms has a particular appeal to the *cognitive* side of Man, it does not always meet with the acceptance of the more important and less predictable *affective* side of Man. Not every individual will willingly accept or subscribe to legitimate authority - history is full of examples of both successful and unsuccessful challenges to established authority. The more astute leader should recognize that continued existence in his position is more firmly assured if compliance to his wishes is internalized by subordinates. A leader needs to be adept at influencing people.

Influence

People with a capacity to influence others successfully are potential leaders. However, an effective leader must also be able to overcome attempts by others to influence the behaviour of subordinates. In other words, the aim of a leader is the optimum degree of influence which implies complete control over the actions and views of subordinates. This level of compliance is more certainly assured if one can provide or withhold those things that a

subordinate values. These sources of power which enable a person to persuade another individual to do something he would not otherwise do exist in a variety of forms ranging from physical punishment through monetary rewards to changes in status. *French* and *Raven* have classified five major bases of power by which person O can exert influence over person P and are as follows: (1) *reward power*, based on P's perception that O has the ability to mediate rewards for him;

(2) *coercive power*, based on P's perception that O has the ability to mediate punishments for him;

(3) *legitimate power*, based on the perception by P that O has a legitimate right to prescribe behaviour for him:

(4) *referent power*, based on P's identification with O;

(5) *expert power*, based on the perception that O has some special knowledge or expertness.

It would appear that each person possesses, to some degree, each of the above power bases, and it is necessary for a leader to limit subordinates' utilization of such power for purposes of influence. The most common way to limit the power of subordinates is by an emphasis on the organizational structure: an administrator must ensure strict adherence to the hierarchy of offices when dealing with formal matters. Once more there is a need to rely upon rules and regulations as many subordinates feel more secure when their actions are limited by what appears to be logical and rational factors rather than the idiosyncracies of a super ordinate. In this way control through influence is legitimated.

While a leader attempts to limit any influencing behaviour on the part of subordinates, he must also extend his own sphere of influence. In keeping with some of the present trends in educational administration, one can find a number of studies which encourage *the sole use of the expert-power base.* These studies tend to be based upon the perceptions of subordinates. While I do not question the findings of such research, I am concerned about the implications for supervisory practice drawn from such results. To state that an administrator should limit his power base to that of expertise merely because subordinates prefer it over the other forms of power is naive. *Not all subordinates are influenced by the expert knowledge of a leader.*

Examples of the inherent dangers for an administrator by limiting his mode of influence are readily derived from the *educational scene.* In particular, the role of the *principal* is in jeopardy if he limits his attempts at influence through expertise alone. The growth of knowledge in the teaching-learning situation as well as in specific disciplines has led to the increased use of specialists in schools, such as psychologists, computer programmers, subject consultants, whose services are generally available on a consultative basis through central office. Each school is encouraged to use these services, thus the principal becomes dependent upon outside experts. Since these experts perform a staff function in an area of expertise in which the principal may not be familiar, it somewhat limits the principal's control of these individuals within the school. Furthermore, since these specialists operate from central office, it is possible that the Director or Superintendent of Education will be influenced more readily by these individuals than principals who lack geographic proximity. *Thus, the introduction of specialists into the educational organization has limited the principal's expert influence on general policies as well as the operations within his school.*

Moreover, the current concern with helping the child to develop to his or her fullest potential is leading to a change in the teacher's role which will require an increase in the requirements and responsibilities of the teacher. The model of the teacher as a purveyor of knowledge is slowly being replaced with one of the teacher acting as a diagnostician and prescriber. Thus, teachers are required to become familiar with a wide variety of evaluative techniques, modes of learning and curriculum development. *The rise in the level of expertise on the part of teachers effectively reduces the potential influence of the principal on matters concerning the teacher-learning situation.*

Until the principal uses the other bases of power effectively, his influence can be expected to diminish.

Thus, *the concern for leadership by principals is not a moral one but one of politics*, centred on matters involving *power* and *influence* and its resolution is dependent upon the recognition of the political factor of the situation: self-interest.

Decision-making

In order to secure their positions, leaders must be equally concerned with the *present* and the *future, both in a long-term and a short-term perspective.* Since plans are formalized by decisions, a leader must realize the importance of decision-making.

Whoever participates in the decision-making process has an opportunity to use his influence on the future conditions within the organization and thereby assert some control. In fact, the individual who originates a solution to a problem under consideration which is finally accepted, is in effect the leader, albeit temporarily. If an administrator promotes the use of unconditional shared decision-making, it is possible that his formal position of leadership is regularly challenged by a number of informal leaders who assert themselves in the decision-making process. Although shared decision-making is a rather popular concept, it should be made abundantly clear that it is not necessary for a group to be responsible for all steps in arriving at a decision. In each decision-making situation an administrator must first decide whether he alone will complete the task or share it with others.

Whithin the context of a formal organization, it would seem that certain types of decisions - for example policy decisions - should be made by the leader and that these decisions should guide the subordinates in decisions for which they are responsible. *It is incumbent that an administrator state, quite explicitly, the responsibilities of subordinates in decision-making.* In this way, formal control is retained.

Other Considerations

An administrator must give careful consideration to the type of person employed. Ideally, behavioural conformity within an organization would be simplified if all employees shared a common set of attitudes. In fact, studies have shown that administrators do tend to select potential employees with attitudes similar to their own. While hiring individuals with similar attitudes to one's own reduces the possibility of resistance to behavioural conformity, no two people subscribe to exactly the same set of attitudes and consequently some variance of actions will occur. The field of education is no exception.

In spite of these variances there is an underlying commonality among people which centres on the reason for joining an organization: the *rewards* that can be derived from it by being a member. Rewards may take many forms such as physical security, economic wealth or enhanced social status, and receipt of these benefits is often determined by the administrator. Thus, the control over the flow of benefits can result in control over the actions of subordinates

It would also seem necessary for an administrator to introduce a climate of uncertainty with respect to the predictability of his actions. The limits to this approach are dependent upon the conditions of the situation. For example, in the latter part of his reign, Stalin had six bedrooms prepared for him each night and would make his selection at the very last moment. Hopefully, the educational system will not evolve to the point where an administrator must take such precautions to ensure survival.

Conclusions

In this presentation I have attempted to give a point of view about leadership which is somewhat different from the popular image. The emphasis has been upon *three basic principles* namely: *order, predictability,* and *control.* It is through order that an under-

standing of the world is achieved. Individuals dealing with people must rely predominantly upon some concept of social order which is developed through organizational structure and influence. The knowledge of order permits one to anticipate the future and make predictions about it. Any individual who is cognizant of the implications that order and predictability have with respect to control of others is a potential leader. However, such knowledge is useless unless it is employed for some purpose. It is therefore only those individuals who are prepared to act upon this knowledge through the utilization of any power base who will have any possibility of becoming leaders.

Much of the literature about leadership implies or states categorically that a leader is a person who is prepared to sacrifice his own desires and dedicate his energies toward the development of both the organization and his subordinates. While this leadership style may be praiseworthy, it contains an element of mid-Victorian romanticism which does not apply to the realities of the world. In fact it would appear that those individuals who have achieved a reputation for their leadership abilities tend to have definite viewpoints of the future state of the world and a strong desire to achieve this personal ideal.

To me, a leader must be highly egotistical; he must be an agent of change for his own ideals and he must look upon organizations and their employees as vehicles by which a mission might be accomplished. He is his own man and any attempts at compromise, mediation or negotiation are to protect or enhance his own position for the present in order to be prepared for the implementation of his plans in the future.

In summation I wish to conclude with a statement attributed to Napoleon:

"In the eyes of those who found empires men are not men but tools".

BRIAN SHARPLES, with a Ph.D. in Educational Administration from the University of Alberta in 1971, has participated as guest speaker in a number of symposiums, conferences and workshops, speaking on subjects such as "PPBS" and "Decision-Making". He has had many articles published in various educational publications and is responsible for the production of a 30-minute videotape on continuing education in community colleges for the University of Alberta. He is currently an Associate Professor in Educational Administration at Queen's University.

WORKSHOP 4

H S 1 STUDIES

DORIS RYAN
ONTARIO INSTITUTE FOR
STUDIES IN EDUCATION
TORONTO

JIM HEAD
COORDINATOR
'ROLE OF THE SECONDARY SCHOOL' STUDY
O.S.S.T.F.
TORONTO

This is an edited transcript of a taped presentation.

DORIS RYAN

We are going to be talking this morning about a couple of studies that Jim and I have been associated with - two very different studies. Many of the things that Jim has found in his study go along with our results and even go beyond them, I think. In the study that I want to talk to you about, we sampled schools in the province to find out *how they were implementing the credit system; what constraints were being encountered; what was facilitating implementation; to see how HS1 was accepted; to examine how roles of the people in the schools were changing, how the organization might be changing.* We had several other questions: *how staff and student relationships were changing, and school/community relationships.* We had what I would call a real 'umbrella' kind of study. There were other very specific HS1 studies, but ours was the broadest in scope.

The results of that study were published in a book called, "The Individualized System - Administration and Leadership". If you have had an opportunity to see it, you know that we chose a sample of fifteen schools that we expected to differ once we got in the schools. We thought that maybe people's opinions and implementation styles would differ because we chose very large schools and very small schools, from different parts of the province; schools that have implemented some years prior to the time HS1 became mandatory - when the credit system became mandatory - and also schools that had resisted until the last moment, until it had been forced upon them. So we had a range of schools in terms of what we

called "crediticity" - the high implementers and the low implementers, if you will.

When we got into the schools, we approached them by thinking of the school as a social system, as having a social organization as well as a curricular and administrative organization. That was the model we had in mind at the time of our study. However, the model we developed as a result of our work in class size last year, was the following. (I want to talk about that model because it seems useful to both Jim and to me and it helps put what we expect of education and educational innovation into perspective).

We must think of any system or any school as beginning with some goal. Believe me, the fact that we are putting this first is an ideal. We found in our study that of the fifteen schools, only one school had found it necessary to attempt to revise the statement of its goals prior to implementing the credit system, and that was because the Director of Education had forced them to do so. Goals were not really seen by principals as relating to the credit system. Certainly in my view, and in the view of my colleagues at OISE, they are very important. If you start with a goal, and the major goal is cognitive attainment - although from time to time over our history that has changed I think - So we would argue that goals are multiple: you have certain intellectual goals, certain moral goals - esthetic, vocational, cultural, social, etc. So you have a lot of goals for the school.

Now you take those goals, and the rational model of decision-making says that you ask yourself how can I best meet those goals, how can we best achieve what we want. And they design buildings, and hire people and allocate resources accordingly. I'm not sure that back in our history we could actually document a time when the educational policy-makers in this province sat down and really thought about it in that way - that's a task for an historian. At any rate, there are implicit goals in what we have already done in education. The fact that one walks in a school building and it is of a particular design; the fact that classes were built to accommodate a certain number of students; the open-plan architecture we are seeing. All those things have in mind a particular set of goals. They may not be explicit but you can see, implicitely at least, in the type of architecture in the school, a certain set of goals. Classrooms that are arranged with tables in circles versus the chairs all in a row, implies a certain philosophy, you are after a certain thing.

And you go out and hire particular people. There have been changes in that kind of resource in this province. The credentials required of elementary-school teachers, for example, have changed. Certainly, secondary-school teachers are classified as having a Type 'A' and a Type 'B' and so on. So we have certain resources: personnel people, guidance officers, vice-principals, school psychologists out of the central office, consultants; we have all of these people available. And again, the very people you employ in the positions in which you place them - you have a certain goal structure underlining that.

We don't have much control over the people who are our clients, except in a very limited sense: we have attendance regulations and in essence we do have a captive audience for at least a certain number of years, with a few rare exceptions. So they come to the school, again with certain characteristics, and we don't sort them out and call them Type'A's and Type'B's or provisional students; but we do have certain ideas about the differences in their characteristics. For example, their ethnic group - first-generation Canadian versus second- or third-generation Canadian; certain levels of intelligence; the child who comes from a rural area versus the one who comes from the city, and on down the line of dimensions we have for describing pupils. As I say, that one we have very little control over.

We organize the school in certain ways, and again if you are using a rational model, that should also go along with your goals. Principals as principals are responsible for setting up an organizational structure in the school. I recall when we walked into one of our schools and asked the principal, could you draw us an organization chart of your school on a sheet of paper, that boggled him. "We don't have an organizational chart", because they think of organization as having strict hierarchy. But we did look at how many vice-principals there were and anyone else we could consider in a line-position, other than the principal and the vice-principal. So finally we brought in the department heads and asked them

if their guidance heads would be on that same line. So you could get them to think about it and come up with their organizational chart. I must say that every one of our schools had exactly the same organization chart, the only difference being whether or not they had one or two vice-principals. All of them had lots of unilateral decision-making by the principal, and the only kind of teacher involvement that was built into the organizational structure was through the department heads, in cabinets' or heads' meetings. That's another variable.

The curriculum of the school is another one. What courses are offered, at what difficulty level? With what rules and regulations?

I have gone on at some length to illustrate that *in addition to the goals, you have a second set of variables that we call organizational or environmental factors or variables.* These are the ones that people normally think of as 'input' variables. If you look at the factory model and you think of the 'inputs' and the 'outputs', these are the inputs, these are the resources we have to work with.

The third dimension is the one we feel most people who use the factory model for purposes of doing research tend to ignore. And that is the one that we would call for schools - *learning-related experiences:* the opportunities people have to learn and to teach; the interaction they have with each other; the actions that are taken; the behaviours in school. All of their actual experiences would fall into that category. The extra-curricular participation of a student would fall into that category. The homework that he does; the feeling the teacher has for him, that he perceives. All of these other things would be part of the experience. Teaching methodology is also part of that experience. Knowledge of different methods would be a background factor, that would be one of our inputs. But what people do with that knowledge becomes an experience or an action that they take.

That is the set of variables that we think holds the key directly to improving outcomes. Obviously what happens to people in school directly determines what they learn, whether it be social learning or cognitive learning. So then you have all of your outcomes and I would argue with you strongly that depending on your goals, you should have an outcome, an expected output if you will, that goes along with each one of those goals. If you say that schools are responsible for doing ten different things in terms of objectives, don't judge the product in terms of achievement, test scores alone. I think that is an important distinction to make when one evaluates schools, in Ontario or elsewhere.

As we looked at the credit system and the document "HSl, 1972-'73", we believe that most of the changes that were required of schools were minimal really, and fell into the input category. They required changes in the administration of the school rather than in the experiences that people had. There were some offshoots of that. For example, if in fact there were no compulsory courses, then students could choose - they really did have a choice - and by choosing they might mix up the input variables. In other words, if each one of you had an option, as I think you did to come in here this morning, we might have ended up with a group of very different people, with different interests and different backgrounds, because you had an element of choice. Whereas if we had said that only those with a past record of advanced-level Grade-9 can come in here, that's something very different

Just by the mix of the input variables, you might subsequently affect what happens in a group. I would argue with you firmly that if I am a teacher, it doesn't matter if I am a Type 'A' or a Type 'B' if I am going to sit at my desk and say: "I am going to mark these papers and I want you to open your books at such and such a page and you busy yourselves." You might not have a learning experience unless you were very motivated.

This is why I try strongly to make the point that it is not the knowledge that teachers have, it is not their background in training, but how they use it. The same thing can be said for students. Perhaps they are very intelligent but if they don't put that intelligence to use, then there is not going to be much effect on their educational achievement, or even social learning.

This is the kind of thing we thought of as we looked at HSI. I think there are enormous changes implied in HSI that would directly affect the learning-related experiences of students in school. But they were not mandatory and what we found in our study was that not many schools had implemented what we would call the spirit of the credit system. Very minor administrative changes had been made. All fifteen schools had adopted individualized timetables, even though some principals were still hand-timetabling. Only six schools had dropped all compulsory subjects for Grade 9. All schools were attempting to offer more courses, though how successful they had been varied, and size of school helped determine that. They offered from three to five difficulty levels but this was not that much of a change because in the past they had offered the four- and five-year programs, and the two-year program in some cases. It was not that much of a change; they just changed the labels on them. We could not find students enrolled in a different range of courses than they had ever been before. Virtually everyone was taking English and Mathematics. Enrolments were declining in French and History, but other than that not much change in enrolments. Not much change really in failure patterns. I think *Alan King* found that most students were failing because the credit system didn't only free students, the credit system also freed teachers - if they wanted to take advantage of that freedom, because of the fact we were no longer to penalize the student for an entire year for failing a course, in other words he was allowed to fail.

We found that people would say to us: the credit system is really a more honest system. People want to go back to the Grade-13 departmental exams, the standard province-wide exams and I find that terribly amusing because they think that in so doing, they are going to have a real and valid achievement. Yet you talk to any teacher in this province and he or she can tell you about the 'fudging' that went on for those exams because you didn't want to fail a student. Don't be deceived by this kind of thing.

The other thing is that if it is really a standard exam, again it goes back to your goals and it goes back to the learning-related experience. According to the rational model, if the teacher has particular goals in mind, he will devise or design particular experiences in the classroom that go along. Don't let anyone come in with an external standardized examination and tell you that they have tested the effectiveness of that classroom or that teacher or that school. Not so! The objectives of the people who write standardized achievement tests are to differentiate among individual students. They are not concerned to represent the objectives or the content of what is being taught in the school. Give someone a test and the teacher can say: that was not what I was teaching at all. And how can you make a valid judgment that kids have not learned? They may have learned a lot but you didn't ask the right questions.

I could go on at great length about that, but the only kind of test that will directly measure what kids have learned in a particular classroom is what we could call either a criterion reference test, or it is a teacher-made test - because only the people who are internal to the learning situation know what the content and the objectives were. Unfortunately, it is not easy to compare those kinds of measures, therefore we fall back on something we think assesses some absolute measure of intelligence or achievement, and there is no such absolute measure.

Despite these very minor changes we could see occuring under the credit system, I think the credit system definitely has enormous potential for making changes in high schools, in its very spirit. Principals saw this. They would say that the main thing to happen was to change the interaction between teachers and students in the classroom. Unless the credit system can be implemented in such a way that that is part of it, it is just another educational innovation.

Teachers expressed a lot of fear over their own personal security. "If students don't elect my course I might be out of a job because of declining enrolments. I must probably entertain. I may have to mark easier or else students might avoid my course." The talk in the staff room is that we have to dance on Friday and sing on Monday.

The other fear aside from that - and I think you have to put these studies in the context of the time in which they were done. This study was done in 1973, the teachers were subject to the demands of what was supposed to be an entirely new system of secondary education. They had ceilings to contend with; they had the declining secondary-school enrolment that was just off the horizon. As one principal said to me: the sixties were so good to us that it's pretty tough to live with the seventies. So you have to put all of these things in a context and realize that a lot of the antagonism against the credit system was antagonism over other things which were happening over which teachers had very little control. That is a point to keep in mind.

In terms of the evaluation of the credit system, unfortunately I don't have time to talk about all the role-changes that were happening. All of our groups - principals, parents, teachers and students - wanted English and Mathematics required for years 1 and 2. That was the only feature of the credit system that they really disapproved of, the feature of fewer non-compulsories. The teachers were very serious and saw, not as a threat but as a challenge, the fact that they had classes consisting of kids with very heterogeneous abilities. They not only needed help, they sounded what was almost a plea: "If we're not going to entertain, what do we do? Do I teach to this group or to that one? How do I manage it?" I have been at professional development workshops where the teachers' concern is: given I have this many students and given that I want to use some small groups and get into some more individualized instruction, how do I just manage the classroom? What are the other students doing while this is going on? In other words, the orchestration of the classroom.

People who write things like HSl, and professors who go out and make speeches, don't ever give any good ideas for the nitty-gritty, day-to-day problems that teachers have. I say that very sincerely and in my book, I try to emphasize that if *we are ever going to realize the promise of the credit system, we are going to realize it through teachers and teaching. The only way to get there is for university professors and administrators and teacher-training institutions to start working on more effective ways of teaching. We don't have a problem in teacher attitude. The problem is in teacher skills.*

I would simply like to add one point that will lead into some of the things that Jim is going to say and this is about decision-making. One of the other implied changes in HSl was related to *shared leadership* and *shared decision-making*, and *we could not find any of that*. As I mentioned to you, teachers weren't involved, neither were students, certainly parents were not. Jim is going to have some comments to make about that.

JIM HEAD

I think some background is in order first before I get into some of the things that Doris has said. I was hired to work for the Federation on what they considered to be a major project, analogous to Hal Bennett's, and that is, "What is the role of the secondary school?" I was given a year off to work strictly at coordinating this project and hopefully it will be public by January (I am doing my revisions now and who knows when it will be totally revised and ready for publication. We are shooting for January and it should be out then and it will be a public document).

To do the study - and looking back I realize it was tremendously naive to think that one person could somehow do something like this on the role of the secondary school in Ontario. We utilized a number of research techniques. The first and I think probably most important one is that we sent out a questionnaire - a very detailed one, eight pages in length - which tried to solicit how teachers felt about the system. It went out to all 34,000 secondary-school teachers and we got 20,000 returns, so we have a pretty good idea of teacher opinion. We also surveyed 10,000 students with a similar questionnaire -

it was much shorter, only two pages - but we duplicated as many of the questions and concerns as we could, and we surveyed 5,000 parents. At about the time we were starting to analyze the data on this, a study came out from the Ministry which was done in 1971 by a private outfit commissioned by the Ministry and it was on teacher, student and parent attitudes. The parent attitude study had already been released, the other two had been held since '71 and now the combined document was out. It correlated very well with our findings so we feel that our data is quite significant.

Along with the questionnaire we went across the province and held community forums where we asked representatives of each community we were in, from Cobalt to Sudbury to Timmins to Windsor, London, Toronto and so on: who are your people in your community. Please come to our forum, it's by invitation only, we want to hear what you have to say about education. We held fifteen of these, culminating in a network television forum here in Toronto. That forum is on videotape and if you're interested in how the forum was conducted, you can get that through either the OSSTF or Channel 19.

Along with the forums we set up fifteen project themes across the province to try and get a very detailed analysis of specific questions: the status of women, HSl, extra-curricular activities, French-language secondary schools; these are some of the project themes we established and we have relied on that for the major portion of our data.

We also actively solicited briefs from Manpower right down to the Trustees Council (I would like to add here that of all the groups we solicited, probably those involved most in education contributed least. The Trustees Council, both councils, would not submit a brief on the grounds that they could not speak collectively for their membership. The medical profession, which I think has a big stake in education, declined, and a number of these institutions that should have had something to say to secondary schools just didn't and we are going to publish that list also). But we did get quite a number of briefs, almost 300 briefs from the public and we got almost 300 from teachers and teacher organizations, so we have gotten a lot of collective opinion.

We also conducted interviews and I travelled from school to school and tried to round out the picture within a year.

I would now like to look at HSl and some of the effects the system is undergoing. I would like to take basically Doris' position that by and large teachers think that HSl, or the credit system if you like, is not so bad. They give qualified approval: fifty percent of the people think it's a good thing; there's a grey area of twenty or thirty percent who aren't sure, and if you put those two together you've got seventy to ninety percent thinking it's not too bad. But if you look at it from another point of view, from the other extreme of the scale, you've got fifty to sixty percent thinking it's not so good. So there is qualified approval, and that was basically our findings.

I'm going to take a bit of an extreme position to make some points with that in mind. There is room for a lot of improvement. HSl unfortunately, the reorganized program, came in at a time when ceilings started to come in and it's sometimes difficult to separate this effect of HSl from the effects of the ceilings and I will treat those two as if they were one.

HSl basically is contradictory within itself and I would like to point out a few areas along with that. One of the recommendations of Hal Bennett was that you need vast guidance services to work on individualization. HSl sees individualization as a goal; unfortunately, the year it was mandatory, the year the ceilings came in, the first department to be cut was the guidance department. So the credit system was in jeopardy right at the beginning. The biggest complaint we had in every form was that the guidance department was not working - and that's not quite true when you really analyze the situation. But the public sees the guidance department as not working.

Another thing we heard about in almost every form and in every brief was: let's get back to basics and by that we mean the 3Rs and when you analyse that, you're really talking about reading, writing and arithmetic in a very formalized sense. That's part of HSl too.

HSl was set up to in a sense do away with the failures idea. It was the continuous progress system and with the cumulation of credits one didn't lose one's year because of failing certain subject areas. So basically it was success-oriented. What has happened across the province is what I call the failure syndrome. There is a new philosophy developing called "you can afford to fail". If you only need 27 credits and you're taking thirty, you can afford to fail three. This syndrome has real problems for the classroom teacher and that's what Doris was getting at - what goes on in the classroom. How do you motivate students when they feel they can afford to fail the subject? How do you handle discipline problems when they don't care if they pass or not because they almost have their 27 credits. It creates new problems for the classroom teachers at a time of declining enrolments and subject competition and so on. There are stress factors that are developing across the province.

We also asked the question: is morale declining? Have you seen a decline in the last five years? Seventy percent of the profession agreed and we had a number of them who strongly agreed that morale was on the decline. When we broke those factors down and looked at the beginning teachers and the teachers who had taught for fifteen years, for the teachers who had taught for fifteen years, it was even stronger: seventy-five percent felt it was on the decline. So morale is a stress factor that is actually happening in the schools and that coupled with other things that have been happening too - teachers' strikes, Bill 100 and so on - makes for a lot of stress really going on.

Levels of difficulty are set up in such a way within the credit system (remember the old Robarts plan really only had three levels - five-year, four-year and the two-year occupational) that there is scope for seven levels of difficulty right now within the credit system. Almost no school has all seven but when you look at what is really happening, small schools lose out in the credit system. They can't offer that amount of scope, they don't have the staff resources nor the actual financial resources to offer that. So what small schools do to cope - and this is one of the unfair aspects of the credit system which was meant to equalize educational opportunity - they offer a huge number of open-credit subjects and allow more students into certain courses by offering open-credits instead of saying that they are 'advanced' or 'general level' or 'super advanced' or whatever. Small schools lose out under the credit system in a way that large schools don't. Smaller schools have to offer only certain subjects only certain years, whereas the large school can offer them every year. There are inequities and I think there have always been inequities in education and the credit system hasn't really done away with these inequities.

These are some of the contradictions which I think exist in HSl. The biggest contradiction to me is in its goal. Basically we identified some major goals under which secondary schools are supposed to be operating. The biggest one is of course the intellectual or cognitive, and by and large, almost everybody sees that as the major area for the high school. They should be handling the cognitive area. The public still sees the high school as essentially a cognitive, intellectual setting. But of course teachers in HSl don't and that was another aspect we discovered, and it was corroborated by a study done by *Horowitz* in Calgary - he's the Dean of the Faculty of Education out there - on the perceptions of various educational groups.

What *Horowitz* discovered, and we can certainly verify it with our data, is that trustees have certain priorities for education; teachers have certain priorities for education; students have certain priorities; principals have certain priorities, and very seldom are they the same. So you have got a conflict situation going on as to what secondary schools are really expected to do. The Gallup Poll in the States, the last educational one, asked this question: "What do you feel are the most important things your are getting out of school?" - it was asked of the students. The answers: making friends and learning how to get along with people. That's how the American students looked at it and from our data I would say we are pretty close. Their goals are quite different from the educators' goals and consequently when you look at how they answered the questionnaire versus how the parents and the teachers answered it, you get some big differences. When you're talking about

decision-making, there's a head-on conflict right off the bat, if you're going to involve students in the decision-making process.

We also looked at the courses of study that every school offered and in very few could we find stated what they saw as the reasons for their school existing in that particular community and for that particular educational environment. Educational goals are very difficult to find across the province. There are very few schools that have gone through the process of determining what they are trying to do in that particular setting at this point in time. That has some stress factors built into it because when your teachers think that they know what education is about, and when your principal thinks that he knows what education is all about, then you've got some huge assumptions and unless the school is working on defining what its goals are, there are certain things happening and not happening.

I think HSl has tremendous assumptions built into it that haven't been really qualified. The person who wrote the "Aims and Objectives" section of HSl was a master of language inuendo. It took me three months just to work out questions from that section and to establish what really are the goals of a secondary school.

Basically, we see the schools as supposed to be promoting the 3Rs, and the 3Rs means communication skills. If you think communication skills are a major priority in your school as a goal, and almost everybody does (the English compulsory is a good example of that), then surely every program in that school is going to have communication skills built into it, otherwise it's not a priority. But when we looked at the problem, we discovered that basically the English department was selected to handle communication skills. But that wasn't a stated goal. Your technical departments don't see that as a goal at all. When you look at programs and courses offered and what those courses are designed to do, you get a tremendous variety of goals. In England, the last White Paper suggests that every teacher in every teacher-training institute has to have 110 to 120 hours of language instruction no matter what subject they may teach. The French-language secondary school has that as a prerequisite too - you can't teach in a French-language secondary school in Ontario unless you are competent in the language. That has great implications because the dissemination of culture is in each and every one of our goals in education, and if you're not competent in your language then you've got some problems there.

A huge area which the people see the schools responsible for is the *affective aspects of education. Social, cultural and moral development is supposed to go on in the secondary schools.* If you look at the morals and values education which is starting to seep across Ontario, you can see that it is a major issue. We asked the question, "Should teachers be responsible for teaching morals?". I expected the answer to be no, and I was amazed that over seventy percent of the teachers in Ontario felt that it was a job for schools. When you look at some of the other areas, like making students good citizens and so on, you're into a whole affective domain, and that is a factor that the universities and the community colleges haven't accepted: they see the high school, basically, as a cognitive domain. Let me give you one glaring example of this. A few years ago, the cut-off point for students to get into Pharmacy in a certain university was 84%. If you had 83.5% you didn't get in. If you had 84%, you were in competition with a whole group of people who had 84%. What does 84% mean under HSl? It doesn't mean anything, because in some schools they think they have very rigid standards and are very proud of their "academic" position - you've got hard marks, people are really pushing the kids and so 80% could be a fantastic mark in that school. If you go into another school, within the same board, which is process-oriented (where the important thing is what goes on in the classroom, not necessarily content and knowledge), 90% might not be the greatest mark. And so universities are caught up in how they should assess students. Unfortunately, they have not caught up with what is going on in high schools and so they are penalizing our best students because you have to have, as I said in my example, 84%. That is a large factor in determining what course you get into. There are other guidelines, but essentially that is the major one. This particular registrar told me that they actually had to go to a board and say - your schools are hurting your students. That is a problem that HSl doesn't really deal with and it's a problem which I think all teachers are going to have to look at.

Another area we are responsible for is vocational training. When you graduate you should have some kind of vocational confidence. An implied goal of the schools - one that is never stated but implied - is that we are on middle ground, we're between elementary and post-secondary education, so in effect we are a holding ground, whether we like it or not. But the schools sometimes won't acknowledge that. Remember the Robarts program and all the great apprenticeship schemes? Well, the average beginning age of an apprentice in Ontario is 21.5. That's not high-school age. So we've got to look at things like that and say, what are our goals and how can they be carried out once we have stated them?

Decision-making is another area and this I think is a later development in the initial OISE study. We had a whole page on decision-making in the school. Who is making the decisions? Who should be making them? By and large the teachers saw themselves as making very few decisions, students as making very few decisions, parents making very few decisions. They saw the administration - vice-principal and up - as making the most. Who should be making them? Just the reverse. In many of our briefs and forums, a lot of the respondents felt that if you believe democracy is one of the goals of the school system, then there's got to be democracy in the school; students have to have a power base and some say, and teachers certainly have to have a power base and some say. One of our project themes suggested that there was an increasing worker versus administration mentality starting to develop in the schools. I think some of the strike situations demonstrate that principals are not prepared to walk out with the teachers - they don't need them, they walk out anyway. And the Federation is taking on a completely new power structure in the decision-making process and I know that principals are part of the Federation but there is a kind of division developing and Bill 100 certainly didn't help it any.

I could go on at great length discussing goals versus actual practice. Essentially what I think our study will show is that if you believe that secondary schools should be concerned with a sector of education - vocational education, and all these other areas that are complementary to the cognitive domain - then you've got to provide the training for that to happen... And in teacher training, if you look at it realistically, they generally have to have a BA background and subject competence. But they don't know how to handle the poorly motivated students, the fast or slow learner, the emotionally disturbed, the general student. When we went through the transfer from the Robarts program to HSl, the credit system, there was acknowledgment that the four-year student was a bad thing - we had to get rid of that label. So we changed it to general courses and advanced courses and there was no in-service that went on so teachers automatically said, sure, we know what that is: four-year students take general courses and five-year students take advanced. And that's how those courses are being taught. If you look at HSl, that's not how they were meant to be taught at all. And so there's a tremendous need for time now, for teachers to have in-service on a massive development basis. They have got to have time off to think, to read, to talk and to learn. Unless that happens, we are going to have more and more stress in the schools and we are going to have, I think, an inversion of educational goals.

DORIS W. RYAN, named by OISE Faculty Associates as one of three outstanding women at OISE in 1974, has spent her professional life in education: in teaching, guidance counselling and research in Canada as well as the United States. Over the years, she has contributed to a great number of journals, books, monographs, study reports and research projects on a variety of topics concerning secondary and university education. She is currently on leave for a year from her post as Associate Professor in OISE's Department of Educational Administration.

JIM HEAD has been involved in a great many aspects of the field of education. A graduate of the Faculty of Education, University of Toronto, he has been a teacher, a department head, a vice-principal, the Coordinator of the "Role of the Secondary School" Study and the author of a new Canadian literary series soon to released as well as the most recent report on HSl.

WORKSHOP 5

MANAGING WITH PEOPLE

JOE KRAR
EDUCATIONAL MANAGEMENT
SERVICES CANADA LIMITED
WELLAND

AIDAN E. SPILLER
FANSHAWE COLLEGE
LONDON

GLAD BRYCE
LEADERSHIP DEVELOPMENT AND
GROUP COUNSELLING
ANGLICAN CHURCH OF CANADA

The general theme *Managing with People* has many practical applications in education, be it at the administration level; communicating with the community; setting an atmosphere for productive activity in the classroom; motivating students to chart much of their learning in the classroom; helping teachers and students to cope with the stresses which produce blocks to effective teaching and learning.

After a short exchange between the three speakers, the participants split into three groups in order to allow more interaction and to focus on three aspects of the broad theme of "Managing with People".

Joe Krar used the concept *Stress Without Distress* developed by Dr. Hans Selye who has spent a lifetime on research of the problem of stress and whose book by that title was a nation-wide best-seller last spring.

Aidan Spiller dealt with *Motivation* as it affects students in the classroom.

Glad Bryce dealt with ways in which teachers can be helped in the effectiveness in meeting the needs of students. Her topic is *Teacher Effectiveness Training*.

STRESS WITHOUT DISTRESS - *JOE KRAR*

The mid seventies present everyone in education with increasing challenges in dealing with stress. The danger is that so much of the teacher's energy is funneled into dealing with the personal stress he or she encounters that effectiveness in the classroom can be seriously impaired.

Many teachers feel trapped in their jobs, in their schools, within their board. The tremendous growth in student population of the sixties has been replaced by zero growth or declining enrolments in the 1970s. Where previously a teacher could find renewal after a few years in either promotion, a move to another school within the board, or a change of board, the present and future status is one of minimal movement and little chance of promotion. A move to another board puts the teacher first in line on the surplus or redundancy list if that board is forced to make cuts in the following year due to declining enrolments. In many boards, requests for transfer within the board are interpreted as a sign of dissatisfaction, and thus the teacher begins to feel more and more trapped in his work with the resultant build-up of stress, or worse, as Dr. Selye's puts it, distress.

Dr. Selye differentiates between *stress* which he sees as a necessary force, a positive force for personal achievement and happiness, and *distress* or *bad stress* which causes strain, ulcers, high blood pressure and other harmful effects on the body.

Dr. Selye bases his answers on how to cope with stress in human interaction on his 40 years of biological research.

He develops the theme of *altrustic egotism*, a form of cooperation that appears everywhere in nature. The drive for self-preservation in nature is the most natural and essential fact of all life. This biological urge, used constructively, not only does not attack the concept of cooperation for the good of the society, it supports it. In human terms, altruistic egotism means deliberately helping others in order to merit their goodwill. As we help others and receive their thanks, we are supported and encouraged to continue to do those things which will bring good to others. Hoarding this reflected goodwill gives us a sense of security and a buffer against the frustration and hurts which are a normal part of human existence. Dr. Selye sees the body following exactly this course in the biological realm.

Under any sort of biological stress there is first an *alarm reaction* in which resistance is diminished. If the stress continues there is a second stage, one of *resistance* in which the body adapts to the stress as the resistance rises above normal. The final stage is one of *exhaustion* following lengthy exposure to the same stressor. The adaptation energy is depleted and unless the stressor is removed or the stress is shifted to a new area, or a period of rest is found, the stress will become too great and the body will die.

To apply the above principles to making stress a positive force in the classroom and in our relations with others, it is necessary to examine your individual reactions to specific kinds of stress; to study the ways in which you can best adapt to undue stress; to find personal ways of dealing with the problems of procrastination and aimlessness. Each human being is highly individualistic in his reactions to stress and in the means of turning stressful situations into positive, productive and rewarding situations. Dr. Selye urges each person to develop a personal natural philosophy of behaviour. The starting point is the questions, *"What does or should motivate my conduct?" "What is the aim of life?"*

The sensitive administrator will see, as a normal and integral part of his duty in dealing with people, the responsibility of helping them find ways of making stress a positive force in their work. School boards and administrative staffs will need to set a high priority on the need to provide opportunities for people who are beginning to feel trapped in the situations described previously, to renew themselves and to discover new motivations in their work. Some suggestions:

- Transfers within a board should become a normal and natural procedure with no stigma attached. Some boards have created positions, for fixed terms, as administrative assistants. Any person in the jurisdiction may apply for these positions. As two or more such positions are filled, those positions vacated are filled, thereby creating a "ripple" effect. Therefore, a small number of new positions provide an opportunity for new experiences not only for the people filling these new positions but for a number of others in the system.

- Where one or two schools in a board are highly innovative, it will be necessary to provide some opportunity for teachers in such schools to make temporary moves to other schools within the jurisdiction. Otherwise, stagnation in ideas will almost surely result. However, if teachers in such schools feel that the request for transfer will be irreversible, they will likely tend to stay in the school rather than risk a permanent placement in a school which poorly matches their educational philosophies.

In summary, we see two levels of responsibility in dealing with stress and making it a positive force. Each teacher must develop a personal and individual means of making sure that stress does not turn into distress. The second level rests with Principals, Superintendents, Directors and Boards of Education to analyze those situations which are causes of distress to the learning process. Solutions must be found which will enable teachers to have the room to have new experiences which can provide the room necessary for adaptability and renewal.

MOTIVATION: BUILDING 'OWNERSHIP' IN THE SCHOOLS - *AIDAN E. SPILLER*

Motivation has been one of the most talked about issues at educational conferences throughout the years and I imagine will continue to be so for many years to come. The reason is simple: we are learning the importance and need for students and teachers alike to develop a commitment to the goals of education. Whether we are discussing the student in the classroom, the teacher concerned with the direct education of the student or an administrator concerned with carrying out the educational policies of a board, we are talking about individuals who have a need to be involved in discussions leading to decisions which affect them. It may be said that the degree of motivation an individual has, directly relates to the confidence others show in him and the desire they have in involving him in planning for change.

One of the major goals of education today must be to help learners cope with change; change that is taking place at an increasingly rapid rate; change that requires that all citizens become life-long learners who can work individually and in cooperation with others to identify goals and objectives and to establish priorities and procedures to meet these goals and objectives. It is unlikely that people will develop into enthusiastic life-long learners if they have not come to love learning. This love of learning will relate directly to the individual's ability to establish personal learning programs, to locate and utilize technical and human resources, to solve problems and to evaluate solutions in an ever more confident and competent manner.

When one speaks of life-long learning, one is not only talking of the student but also of the teacher and the educational administrator. Their specific roles may differentiate them but as individuals they have common needs: to constantly increase their confidence on the job and in their other life roles and to be involved in setting the goals of programs, activities, and learning processes which affect them directly.

Therefore, in order to build "ownership" which is simply an environment of mutual respect based on the trust of all those involved in the educational process (including the community at large), policies must be instituted which will encourage an on-going participatory process of decision-making.

The student who has a say in how he will learn a history module; the teacher who has shared in designing the module; the citizen who has been invited to share his expertise; and the administrator who has encouraged this participatory process are a mutually supportive team who are shareholders in the "ownership" of the educational experience.

TEACHER EFFECTIVENESS TRAINING - *GLAD BRYCE*

A sure way of assisting teachers in becoming more effective in their role as teachers and in their interpersonal relationships.

Dr. Thomas Gordon has set many confused and frustrated parents on the road to more effective parenting by his book "Parent Effectiveness Training". The parents in turn looked to the schools to see if the relationships their children were having with the teachers ("the other parents of their children") could be improved. It was the growing influence that P.E.T. was having in school systems that prompted Dr. Gordon to turn his attention to the classroom. T.E.T. is the result of that research.

Dr. Gordon is a licensed clinical psychologist who has drawn together the best concepts of many theorists, translated them into different words, given a slightly different emphasis to the concept and then set them down in very simple straightforward steps so that any lay person could apply them to daily life. "Parent Effectiveness Training" is a book for every parent; it touches the core of difficult parent-child relationships. The thing that has caused the book to make such a marked impression on today's parents is the training program that *Dr. Gordon* and his associates have set up. They include well qualified human relations personnel who go out into communities to conduct effectiveness training programs. Those who attend are then used to conduct similar programs with the contract to send back to California and *Dr. Gordon* a percentage of the fee charged for the program. It is this training program that has worked its way into educational systems across North America. The same training teams are moving into various school boards and conducting training programs in "Teacher Effectiveness Training". The fact that the program is working and causing many frustrated and disillusioned teachers to be more effective in their approach to students and fellow staff members is a reason for including it in the *Managing with People* workshop.

The four concepts that were discussed in the workshop were: *Behaviour Acceptance, Problem Ownership, Active Listening and No-Lose Method of Resolving Conflict.*

The workshop design was to present the concept with related theory, call for personal experience from participants about applications of the theory, and then move on to the next concept.

BEHAVIOUR ACCEPTANCE

Think of every possible behaviour a student has and fit them all into a rectangle--everything a student says or does in your presence gets put into the rectangle.

Divide the rectangle into two parts and place all the acceptable behaviours the student has in the upper part of the rectangle; the unacceptable ones go in the lower. If there are more in the upper part of the rectangle, the teacher is a relatively accepting teacher. If the lower rectangle contains more behaviours that are unacceptable then the teacher is relatively unaccepting.

It was discussed in the workshop that often a teacher's ability to be accepting varies from the time of day, to the time of month and to the student. What is easy to accept at 9:30 in

the morning might be very difficult to accept by 3:00 in the afternoon after a particularly pressured day. The fact that tension mounts before mid-term reports is also a consideration to teacher effectiveness. What is perfectly acceptable in one student may not be accepted in another.

Gordon stated that all of these factors help a teacher to become more aware of his ability to be honest with his own feelings and therefore more direct and effective with the students.

PROBLEM OWNERSHIP

The rectangle used to differentiate between acceptable and unacceptable behaviours can also be used to help teachers decide what to do about them. The area of non-acceptance is the teacher's problem. The teacher feels frustrated, upset, irritated, or angry because the student is behaving in an unacceptable way. The teacher owns the problem. When the problem is in the upper part of the rectangle, the student owns the problem.

One of the chief stumbling blocks in effective relationships is the failure to understand the concept of *ownership of problems*. If teachers are able to distinguish between problems the student has in his life and those that cause the teacher trouble, then both are more able to work together. Teachers can separate their own problems from those of their students by asking themselves: "Does this behaviour have any REAL, tangible, or concrete effect on me? Or am I feeling unaccepting merely because I'd like the student to act differently, not have a problem, feel the way I think he should?" - If the answer is 'Yes' to the former, the teacher certainly has a real stake in the problem.

There are many times when behaviours can enter the 'No Problem' area of the rectangle. *Gordon* states that it is only when a class of students is in that section of the rectangle that the teaching process can occur effectively. If problems can be cleared enough to get free of unacceptable behaviours, then the learning aspect is natural.

ACTIVE LISTENING

Once the teacher is aware of the Problem Ownership Concept, he can then move on to deal with the problem. One of the criteria is knowing *what* the problem is. To establish this, *Gordon* recommends *active listening*. This has been called many things by many different theorists: *Rodgers* would call it *client centered; Dreikurs* would use *perception check; Adler* might term it the *ability to relate to the student; communication labs say it is paraphrasing.*

Active listening insures understanding what students communicate. Active listening, as opposed to passive listening (silence) involves interaction with the student, and it also provides the student with proof (feedback) of the teacher's understanding.

The language of acceptance of a student is Active Listening. It is a way of listening that insures what the student is communicating. The teacher sends back what he thinks the student's message is.

To be an Active Listener the teacher:

- has an attitude of wanting to hear what the student is saying;
- wants to be helpful to him with his problem;
- is able to accept the student's feelings;
- has a deep feeling of trust in the student's capacity to handle his feelings.

NO-LOSE METHOD OF RESOLVING CONFLICT

Gordon says that almost without exception, teachers think of resolving conflicts in terms of 'winning' and 'losing'. The win-lose orientation shows up in the way they talk about students:

"I'll be damned if I'll let kids run all over me!"
"Students today don't respect authority of teachers like they once did".
"I sure let that student know who is the boss in my classroom".
"Me? I win a few and lose a few. I just always try to win the biggies".

This win-lose orientation seems to be at the core of discipline in schools. Teachers feel they have only two approaches to choose from: they can be strict or lenient, rough or soft, authoritarian or permissive. They see the teacher-student relationship as a power struggle, a contest, a fight. So it is not surprising that students, in turn, see their teachers as natural enemies, dictators to be resisted by whatever means they can muster, or softies they take advantage of.

Gordon shows a very simple, step-by-step process that can be followed in difficult situations. *The No-Lose Method of Resolving Conflicts.* The five steps are:

1. Identify and define the conflict. (The most important step)
2. Generate possible solutions.
3. Evaluate the possible solutions.
4. Decide on the acceptable solution.
5. Evaluate (how it works, whether it is working).

In working through this method with a teacher, the student feels that he is capable of mature behaviour; that he can be trusted to understand the feelings of teachers; trusted to modify behaviour when he learns it interferes with others; trusted to make decisions; trusted to carry them out; trusted to participate as a full, responsible, mature member of a group.

Once teachers are helped to understand that a person in a position of authority and power retains power only by keeping his subjects weak, powerless, dependent and immature, most of them take the first step toward replacing their power with non-power methods in the classroom.

During the workshop discussion of these concepts, the practical applications of them to school situations were the positive assurances that principals, vice-principals, consultants, department heads and subject teachers could use the four concepts of Gordon. In both sessions it was strongly suggested that *Teacher Effectiveness Training* may well be a direct route back to the often lost idea that students must have the responsibility of learning themselves so that they can put into practice what has been so beautifully stated by *Kahlil Gibran* in his book, "The Prophet":

Then said a teacher, speak to us of teaching
And he said:
No man can reveal to you aught but that which already lies half asleep
in the dawning of your knowledge.
The teacher who walks in the shadow of the temple, among his followers,
gives not of his wisdom but rather of his faith and his lovingness.
If he is indeed wise he does not bid you enter the house of his wisdom,
but rather leads you to the threshold of your own mind.
The astronomer may speak to you of his understanding of space,
but he cannot give you his understanding.
The musician may sing to you of the rhythm which is in all space,
but he cannot give you the ear which arrests the rhythm
nor the voice that echoes it.
And he who is versed in the science of numbers can tell of the regions
of weight and measure, but he cannot conduct you thither.
For the vision of one man lends not its wings to another man ...

JOE KRAR, a former secondary school Principal, is President of Educational Management Services Canada Ltd. and currently Chairman of the O.S.E.C. Non-Graded Committee.

AIDAN E. SPILLER, currently at Fanshawe College, has developed, in the context of a doctoral program on innovations in education, a number of innovative techniques for adult education and for actively involving learners in the programs which affect their education.

GLAD BRYCE, a former elementary-school teacher, spent two years on the staff of the Ontario Ministry of Education's Principals' Courses and is currently a consultant to the Anglican Church of Canada and the Ontario Ministry of the Environment.

WORKSHOP 6

ALIENATION

IN SCHOOLS

JOHN BUCHANAN
FORMER ONTARIO
TEACHER AND PRINCIPAL
TORONTO

If *"alienation"* can be considered as *"the fact or act of being estranged, set apart or separated"* (i.e. "to turn a person from affection to indifference, like to dislike, love to hatred, friendly to unfriendly"), let us consider ALIENATION IN SCHOOLS using the standard English literature plot conflict model.

Man vs. Man (i.e. Student vs. teacher vs. administrator vs. trustee vs. parent vs. other adults in the community - you can take your choice of who is the protagonist-antagonist in the relationship).

Here, the implied basis for *alienation* is a conflict cause. In the educational setting, it is largely due to the question of Authority (Power) and Freedom.

Man vs. Environment (Teacher as protagonist)

This environmental (institutional) emphasis on *alienation*, resulting from group pressures, is largely due to a variety of missing communication links:

- negation of participation on a meaningful basis of those directly involved in the processes at the participatory level;
- different perceptions of roles of self and others by all involved in the educational process;
- lack of widespread understanding and appreciation of the goals of the educational process;
- lethargy, indifference, etc. of the determining voices of the educational process - tendency to assign the responsibility solely to the schools - laying the blame for failures and/or inadequacies

on the system, without recognizing any personal accountability for the flaws of the system fostered by society (i.e. schools are microcosms of the society they emanate from).

Man vs. Self (Both teacher and student)

The basic conflict (professionalism vs. day-to-day mechanics; personal goals vs. imposed restrictions, etc.) may become responsible for *mass alienation* in the system, (a) on an external basis between societal demands and institutional beliefs and practices; and (b) on an internal basis between conflicting educator philosophies and stances on the basic purposes of education.

Education vs. Training

Education connotes high ideals (*education* is creative, self-motivating, founded in genuine interest, continuous, liberating). *Training* connotes a narrow, specialized development based on pragmatic concerns (*training* is necessary; measured in concrete ways; founded in structure; determined by social needs; fixed and stagnant).

Yet public pressure for accountability ("we are paying the shot") is placing on the educational system inordinate pressure to produce their concept of what the product should be, and be able to do. They want and are demanding obvious results. The result may have to be an admission that our primary function is that of training and not education in the broadest and best sense of that much maligned term.

These obvious and self-evident conflict models of educational alienation illustrate in point of fact *societal alienation*. The following are three views of ALIENATION IN SCHOOLS more specifically related to educational practice.

I PSYCHOLOGICAL ALIENATION

Psychologically, alienation has implications in the area of the individual student's *attachment behaviour* - most often directly reflected in the behaviour pattern known as *school phobia*.

This is a phenomenon that has usually been experienced and recognized by the Elementary panel, particularly those involved in Kindergarten and Primary Education. However, its influence and effects are more far-reaching and should be an element of awareness of all educators in both the Elementary and Secondary Schools.

First of all, *school phobia* tends to occur in one or more of three patterns:

- most frequently in the first experience of some children having to attend school;
- later in the late Primary or early Junior Division experiences when the child has developed some learned concerns about attending school;
- even in the Secondary setting, due to exposure to:
  - a problem in the setting
  - frustration anxieties
  - fear of failure/inability to cope with pressure and demands
  - personal developmental problems.

The basic causes of *school phobia* which can lead to *alienation* of one type or another are:

- separation anxiety (environmental dependency in the home; birth dependency-attachment syndrome)
- displacement of unconscious conflict
- the school is a constricting environment.

There's a too common bad joke about schools teaching children to hate learning.

Most children come to the school with open, inquisitive, non-prejudiced minds that too often are constrained, restricted, molded, etc. into passivity and/or rebellion (both are forms of *alienation*) by the School. This kind of *alienation*, while not the typical concept, is very real and much more common than realized. It often goes undetected, particularly in the later years of the child's schooling and where the constricting environment of the schools or class situations is the cause, or when the student is the victim of the displacement of unconscious conflict.

We have learned through practice to deal with the first cause by having the mother attend school with the child and gradually withdraw, and also through the employment of psychological resources. Although we have yet to recognize that some children's readiness to attend school at the time of the set chronological age requirements is not developed. *The child should not attend school until he/she is ready to do so.*

In some cases, particularly when it occurs prior to the age of sixteen, displacement of unconscious conflict is dealt with through the use of psychological resources, teacher/parent understanding and appropriate action. Too often though, this factor is missed and the student is constrained by relegation to special classes - often for the remainder of his educational career, for the short time he/she allows it to continue. The eventual mistreatment or lack of treatment of this problem will mean early dropout.

In many respects, it is the third cause of *school phobia* that goes unnoticed, thus not dealt with. Part of the reason is that it would mean having to listen to kids, and assessing the factors in the educational environment that are the cause, then taking the appropriate action to remediate them. Criticism of schools - the system, the methodology, the personnel - by the product participants, is not feasible under our present sets. Yet, you can be sure, for every *alienation* of this type (probably most common at the Secondary level) who simply drops out of school, if possible, or withdraws from the educational setting mentally - though present physically - there are many others who feel the same situation, but "put up" with it, due to stronger pressures of fear, home demands, "sheep" acceptance, social expectations, etc.

II SOCIOLOGICAL ALIENATION

In the Man vs. Man model, I indicated a basic conflict that could lead to a position of *alienation* to be that of Authority (Power) vs. Freedom.

There is currently in our society an historical/sociological shift happening - from authority to freedom. In the 1900s, people tended to be obedient to their families, respect social rules and laws and be suspicious of freedom as being explosive. Beginning in the 1960s (and very much alive in the 1970s), people saw freedom as being good and people in authority as suspect; authority itself is seen as the antithesis of creativity, as leading to docility.

The solution? Authority cannot be Power. Authority must be legitimated: the expertise (competency) of those in authority must be recognized and accepted; there should be direct involvement in its determination (it should not be externally imposed); the values of those wielding authority must be recognized, understood and accepted by all.

III ENVIRONMENTAL (SCHOOL SETTING) ALIENATION

Characterized by structural formality and rigidity of the institutional environment, i.e.

- closed rooms and restricted space
- fixed curricula
- teaching vs. learning

- elitist emphasis
- authoritarian organization
- imposition of external values
- content vs. process orientation
- time restraints and restrictions
- class formality and structure

Also characterized by a continued insistence on outmoded grouping practices.

In the past, schools were *ungraded* and *unphased* as to levels of instruction, commonly with one teacher to one class from first grade through eighth. This produced both positive and negative results.

POSITIVE RESULTS	NEGATIVE RESULTS
Children developed at their own rate to a considerable extent, often on the basis of their own initiative.	A formalized page-by-page mechanical approach to textbooks, according to a set syllabus.
Peer assistance.	A lack of specialized and often needed auxiliary resources.
Developed the affective domain as well as knowledge and skills (note our present emphasis on behavioural objectives and the rising concern for value education).	A tendency for the best to do well, while many others "dropped out" (due much to a social problem of having to work in the economy of the day and a lack of emphasis on the need for an education in a less technical setting).

Then came the practice of *grading by chronological age*. This is an anachronism still too commonly the basis or student classification which ignores the principles of:

- individual readiness to learn (a basic psychological fact that students of the same chronological age have varying degrees of readiness to do certain tasks. These may come later in some individuals than in others yet there is a premise in our educational system that students must perform pre-determined functions and tasks at set times in the so-called continuous process);
- individual capacity, ability, interest (though I.Q. classification is not the suitable answer);
- the effect and effectiveness of the pre-school environment. Some pupils have environmental advantages over others, yet the practice of mass-group instruction, ignoring individual differences to a large degree, is the formative basis for in-class instruction.

Solutions can be found, to a large degree, in many of the current writings on individualization of instruction, determination of readiness and interest, and the allowing of the student to be actively involved in task and goal determination, etc.

Today, there is still an emphasis on grouping based only on a pre-determined measure of progress, whether it be chronological age, ability, socio-economic background, etc., and not on individual needs in a broader sense, considering the factors of readiness, interest, personally expressed needs and so on.

Why the continuation of another educational myth?

A feeling among educators that by choosing the proper criteria it reduces significantly the variation of individual differences within a classroom group. Yet studies have clearly established that any of these applied criteria seldom reduces the variability of a group by more than 20%. *Yet the myth of homogeneity remains.*

By so grouping individuals, the excuse has been given that it allows teachers to be more effective in the instructional setting. *Grouping actually tends to pre-establish arbitrary patterns which restrict rather than develop individual potential.* Teachers tend to perceive homogeneous groupings as allowing them to teach individuals as if they were alike. This is just not the case, as there are too many personal variables beyond the standard concepts of age and ability ranges.

Uniformity of educational opportunity is just not synonymous with equality of educational opportunity.

I feel we should change the current emphasis on subject categories which educators feel are the legitimate basis for facilitating studies (i.e. content orientation, teacher-centered methodology, passive recipients, pre-determined and imposed standards, time limitations, etc.). We should have a problem/goal-oriented curriculum which crosses subject boundaries to facilitate personal development (skills and knowledge remain inherent in such an approach), and focuses on process as the meaningful role of the educational system.

RECOMMENDED READING

"Education for Tomorrow's World" by Harold G. Shane.
This paper summarizes the results of his interviews with 82 leading futurists in America and England.

"The Basic, Long-term Multifold Trend in Education" by Michael Marien.
This paper deals with the anticipated change from closed-teaching systems to open-learning systems.

Editor's note: Photocopies of the above-mentioned papers available from John Buchanan, 153 Bastedo Street, Toronto, Ontario.

JOHN BUCHANAN has been in education for the past fifteen years, ten as a teacher of English, History, Geography and Drama, and five as an administrator at the secondary level. Although he recently retired as Principal of Central Algoma Secondary School, an open-concept, integrated-flow institute, his enthusiasm for pedagogy has not waned and he is currently making plans to further his career in education.

WORKSHOP 7

COMMUNITY UTILIZATION OF EDUCATIONAL FACILITIES

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ONTARIO SELECT COMMITTEE ON THE
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Editor's Note:

This workshop consisted of a brief outline of the Select Committee's final report, parts of which appear on the following pages.

The group then broke down into smaller "working" groups, each of which went through a prepared simulated exercise, as an illustration and personal experience of the issues and decisions involved in promoting the community use of schools.

I. - EXTRACTS FROM THE SELECT COMMITTEE'S FINAL REPORT

...Rather than attempt to provide a fuller definition for community education, we wish to outline the basic principles that we have identified for such a system:

- *All learning needs of all members of a community are met in a system of community education.*
- *The community is defined in terms of all people living and working together in a local area.*
- *All community resources can be brought to bear on the process of identifying and meeting community needs and problems.*
- *Community education is concerned far more with process than with program.*
- *Community education provides a framework for decision-making that allows, encourages and supports community involvement and participation in the planning, organization and development of community resources.*
- *Members of a community work together to define and solve community needs and problems.*
- *Educational institutions take on a major role in fostering the community education process...*

...Creating new buildings which can house a wide range of educational opportunities, including a school, is only a small part of the problem of increasing utilization of facilities. What remains to be considered are the problems associated with the use of existing school buildings. We have found that three overwhelming factors have acted as deterrents to community use of school buildings. These are the costs involved in opening up schools to the wider community; the self-protective attitudes of school board officials and school personnel and the awkward and restricting arrangements for administering community use of schools...

WHO PAYS?

...The financial aspects of the problem have to be dealt with. On the one hand, various community service agencies, community groups and organizations and individuals constantly complain of the exorbitant rental fees being charged by school boards for use of facilities that were built with public tax revenues. On the other hand, school board spokesmen claim that the limited funds available to the school board must be devoted to the education of the young. That, they say, is their sole responsibility - extra use of the school costs extra; extra revenues must be found to cover these costs...

Public Response

Generally, there was agreement that:

- *It is impossible (and undesirable) to completely isolate the operating costs of facilities attributed to community use of schools from those attributed to the formal school program.*
- *If the school is to house a range of uses, then, increased financial support will be required.*

- *Community use of schools should not be funded in competition with, or at the expense of, the formal education program for the young.*

- *The costs of community use of schools should be covered under the provincial grant system.*

- *A very different costing model from the one that presently applies needs to be developed. In particular, the validity of the ceilings on ordinary expenditures is brought into question by these recommendations.*

- *"Operating" costs must include maintenance costs.*

- *Grants for community and educational use should be geared to the amount of use.*

- *Will increased or expanded provincial grants result in more centralized control by the Provincial Government?*

- *"Non-profit" should be replaced by "relevant to the needs of the community".*

- *Will accountability be lost in the process of integrating these costs?*

- *The grants should apply more widely to other community facilities...*

COMMUNITY SCHOOLS

...We have noticed a growing interest on the part of people in Ontario in community school programs which define their objectives in terms of:

- *Provision of optimum education for the young, through the development of a continuous dialogue between the school and the community and through the use of human and physical resources in the community by the school.*

- *Provision of opportunities for all citizens in the community to make use of the school facilities for educational, recreational, cultural and social pursuits.*

These broad objectives recognize that community school programs must relate not only to parents but to all segments of the community and that both human and physical resources in the community can be included as part of the school's learning resources.

In concept, the community school encourages the use of learning resources outside the school by students and teachers. It encourages teachers to bring members of the community into the school as resource persons. It expects teachers and administrators to develop a consciousness of the community in which their students live and, thus, a sensitivity to and acceptance of the needs and strengths not only of their students but of the community as a whole. It fosters community and student involvement in the affairs of the school, not only in terms of extra-curricular activities but in terms of the curriculum itself.

The community school encourages people in a community to take a major role in deciding their needs for education and for other community services are to be met. In effect, it provides a decentralized unit, directly related to the individual community. Because the operation of such a unit is based on community participation in the decision-making processes that will affect that community, the community school provides an excellent vehicle for the development of a community education process.

The community school concept also has potential for promoting and supporting increased utilization of school facilities. Thus, we feel that the general objectives of the community school program should be adopted by all schools in Ontario...

COMMUNITY INVOLVEMENT IN CURRICULUM

...A major part of the community school concept is the effort to encourage involvement by parents and others in the local community in the formal school program. Because we felt that this should be an essential element in every school's approach, we recommended that:

The Minister of Education should adopt the principle of local community involvement in curriculum development and curriculum implementation as a basic policy guideline.

Public Response

Most school boards have developed some sort of vehicle for general community involvement in curriculum development on an advisory basis. Thus, there was agreement with the principle that the community should be involved with educators in the formal education process. A number of issues were raised:

- *Community involvement cannot be legislated; it can only be encouraged.*
- *There should be community involvement at the level of the local school as well as at the county level.*
- *There should be more non-professional involvement in the development of provincial curriculum guidelines.*
- *Is there not a danger that the school's curriculum will become too parochial?*
- *Students, teachers and parents are all part of the community.*
- *Curriculum development requires expertise. We need to clarify how the community, and who in the community, should be involved and to what extent.*
- *Curriculum development, yes; curriculum implementation, no...*

...In stating our final position on year-round academic educational programs, we would like to re-affirm the following guidelines:

- *No one continuous year-round academic plan will be applicable to all parts of Ontario. Each community must be able to define its own year-round program for education and recreation.*
- *Economic factors do not provide sufficient reason to move to a continuous, year-round academic program.*
- *On the other hand, educational, social, cultural and environmental factors may provide very good reasons for such a move, even though there may be an extra cost involved due to the expansion of programs.*
- *If facility and accommodation problems indicate the adoption of a continuous year-round academic program, the local community -- parents, residents, employers, as well as municipal and school board authorities must be included in the decision...*

II. - SIMULATION EXERCISES

The Shamrock County Board of Education has delegated the authority to the local principals to decide on the community use of respective schools. Mr. H.W. Maloney, Principal of Leprechaun High School, has received the following three requests for use of various facilities within the school.

LETTER 1:

Dear Mr. Maloney:

This Friday night and Saturday, the Shamrock County Girl Guides is having a Skipping Marathon. We would like your school gymnasium and the hall with the pop machine. It will start on Friday at 6:00pm and end at 12 midnight Saturday. We are almost out of money, so we hope that there won't be any charge.

Thanks!

Yours faithfully,

Myrtle Meek.

LETTER 2:

Dear Mr. Maloney:

The Leprechaun Kinsmen Club is planning to hold a gala Halloween ball on Saturday November 1 lasting from 8:00 pm to 1:00 am. We would like to have the use of the gymnasium, the cafeteria and adjacent change rooms. Arrangements have been made to obtain the appropriate provincial liquor permit to span the hours of 8:00 pm to 1:00 am.

The funds which will result from this activity will be used to assist in supporting our numerous community projects.

Thanking you for your assistance.

Yours truly,

F.S. Swinton
President
Leprechaun Kinsmen Club

LETTER 3:

Dear Mr. Maloney:

On the weekend of May 21-24, 1976, the Shamrock Chapter of Devil's Angels will be hosting the Ontario annual rally here, in the Leprechaun area. Approximately two hundred and fifty delegates are expected at this rally. The facilities at the Leprechaun High School would be the most suitable for this event. We are requesting permission to rent the school gymnasium, the shower rooms, the washrooms, the parking lot, the football field and the wooded area adjacent to the field.

We are willing to pay any extra janitorial costs that may occur as a result of this function.

Awaiting your reply,

Yours sincerely,

Kurt I. Mussel
Governor
Devil's Angels
Shamrock Chapter

QUESTIONS IN SIMULATION EXERCISES:

(1) As an individual, please decide as to how you would deal with each request.

(2) As a group, please reach a consensus as to how your group would deal with each request.

(3) Select one person to report your findings to the entire session.

III. - ISSUES RAISED DURING SIMULATION EXERCISES

A. Letter 1 (Girl Guides)

- How much lead time should one have for requests?
- Credibility of requests.
- Financial responsibility.
- Involvement of custodians.
- Adult supervision.
- Clean-up crew afterwards?
- Event too long for young girls.
- More information needed.
- Personal contact with group a must beforehand.

B. Letter 2 (Leprechaun Kinsmen Club)

- Liquor permit problems.
- Police presence.
- Clean-up crew afterwards?
- Personal contact with group a must beforehand.

C. Letter 3 (Devil's Angels)

- Is this a community group?
- Need more information on the group.
- Personal contact with group beforehand.
- Risk too high.

IV. - REFERENCES

- The Select Committee on the Utilization of Educational Facilities final report is currently available from the Queen's printer, Toronto.

- "Community Education in Canada" ($2.25), available from O.I.S.E.
  252 Bloor St. West
  Toronto

- Ontario Communities and Schools Conference, London, Ontario - October 30, 1974, The Honourable Thomas L. Wells announces the new program.

- Ontario Communities and Schools Conference, Sudbury, Ontario - October 23/24, 1975.

KATHARINE BLADEN, with a M.Sc. in Community and Regional Planning from the University of British Columbia, has been a planning and research consultant to both the federal and Ontario governments (notably as Research Director of the Ontario Select Committee on the Utilization of Educational Facilities). She is currently a Community Planner in the Municipality of York.

PROFESSOR B.C. STEWART, a former secondary-school principal, has been active in organizational development, team building, group methodology and teacher education. He is currently an assistant professor in the Faculty of Continuing Education of the University Toronto as well as program coordinator for the University's Continuing Education.

66.

VALUES EDUCATION

a resource booklet

HONESTY • WISDOM • ORDER • FREEDOM • ACHIEVEMENT • ETHICS • AFFECTION
POWER • EMPATHY • INDIVIDUALISM • ABORTION • TRADITION • POVERTY • WAR
SPONTANEITY • SELF-CONTROL • NATIONALISM • JOY • PRESTIGE • STANDARDS
CAPITAL PUNISHMENT • SEXUALITY
PRE-MARITAL SEX •
MORALS • RESPONSI
WEALTH • THE PILL •
EMOTION • REASON MO
CONFORMITY INDIVID
JUSTICE • MATERIAL GA
LOVE • THRIFT • TALENT • STA
RESPECT
PRAC

* The following text is an extract from "Values Education, A Resource Booklet", available from O.S.S.T.F., Toronto. ($2.00 per copy).

WORKSHOP 8

VALUES EDUCATION

ROBERT MORROW, JR.
DIRECTOR, RESOURCE BOOKLETS,
O.S.S.T.F., TORONTO
HIGHLANDS SECONDARY SCHOOL,
DUNDAS

W. JOHN STEVENSON
VICE-PRINCIPAL
PARKSIDE HIGH SCHOOL
DUNDAS

There is no hiding from your values. They are as integral to you as your skin. Everything you do reflects them. To disavow you have them is in itself to reveal one of your values.

For example, when you sell an automobile, what should you reveal to a potential purchaser about your mechanical disaster? Your decision may not subject you to long sleepless nights, but the way you make up your mind is part of a life-long search for meaning and significance of living. By scrutinizing and weighing their values many people have found that their daily lives have taken on a new and more satisfying direction.

Every man, woman and child needs help in trying to make sense out of the confusion and conflict of today's world. How does one know how to use Saturday? How can one best raise one's children? Where does one get insight into discerning the guidelines each unique human needs to live? These are some of the important values questions people might consider in a systematic manner.

In the past, many educators have denied that schools should influence student values, arguing that this field ought to be the exclusive domain of parents and church. Values learning was therefore excluded from the planned curriculum.

Schools however do influence the values of students. By demanding punctuality, encouraging hard work, teaching particular content, or enforcing standards of dress, schools communicate what is considered to be important. In reality any school rules, or actions by a teacher, communicate a values message to students. Values learning is an unavoidable part of all subjects, whether it is treated explicity or implicitly.

This being the case, schools indeed have always had a values curriculum, but one which was in a large measure hidden from view and therefore excluded from critical analysis and evaluation.

A systematic approach to value and the process of valuing is very necessary today because society is much more pluralistic than it was 25 years ago. In the past there tended to be more agreement within society as to what was right and wrong, and children had fewer models to influence them. Both the family and the church had greater influence than they tend to have today. The authority of elders carried more weight. Children had a better chance of sorting out their beliefs and actions because their choices were limited.

Society now offers a multiplicity of models to be emulated by children, but few solid answers as to which of these are better or worse.

The size of urban centres, government encouragement of ethnic individuality, the pervasiveness of the mass media, and the general retreat from authoritarianism in society as a whole, necessitates the availability of some system by which children may examine their value structure, relate it to the social context, and then make intelligent choices.

Today's schools and classrooms have changed too. No longer is the teacher viewed as an unquestioned authority. Students freely take the initiative to interact with one another and appear to expect greater informality in their relations with staff members. They seem less respectful of both people and property.

Discipline in the classroom is different as well. The inflexible authoritarian finds it difficult to operate effectively and laments the decline of academic standards. Students seem to prefer courses which offer them the opportunity to be active participants in discussions in which their opinions are not only accepted but respected.

All these developments provoke controversy, pose real dilemmas for teachers, and demand new responses. Values education strategies help both teacher and student to understand themselves and each other better, enabling each to create a healthier atmosphere for learning, and offering a meaningful focus for the study of whatever discipline is involved.

WHAT IS VALUES EDUCATION?

Scholars do not agree on a precise definition for "values education" nor have they achieved consensus as to what approach to the study is best.

What is written here is an attempt to supply a very general description of the parameters of the values domain and to explain how the approaches to the subject described in later chapters fit into the overall scheme of things.

Briefly any definition of the word 'value' contains two elements.

A value is 1) a basic or fundamental belief
2) which affects one's thoughts and behaviour.

It should be noted that such basic beliefs may not be clearly thought out or even recognized as such by the person holding them. In fact many values might be better described as 'preferences'. *However whether well formulated or not values do affect behaviour, and this fact is what makes values education so important.* The critical examination of one's value structure should lead to more responsible and intelligent action. This claim is underscored by arguments offered by several scholars that morality is simply a facet of the values domain. How one treats people, or whether one obeys the law, clearly depends upon one's value structure.

Generally speaking therefore values education involves providing the opportunity for students to clarify their values and to examine them within the social context. Both elements of this definition must be represented in any values program. It is not enough for students to become aware of their values if they adopt the position that whatever an individual values is right and good for him. Such a position would suggest that one was acting morally as long as one acted in a manner consistent with one's own value structure. Since this argument does not take into account the rights and aspirations of others it is not likely to be socially constructive. If however students are encouraged to measure the merits of their values against what is socially constructive there will develop within individuals not only self knowledge but also the skills and tendency toward reflecting upon the consequences of their actions to others.

The approaches to values education fall within a continuum having at one extreme an emphasis upon *emotion* and at the other an emphasis upon *reason*.

The emotional polarity stresses individual self-awareness, sensitivity to feelings and tolerance of others, while the rational polarity emphasizes the systematic analysis of problems in the social context taking into consideration moral principles and their application in the particular situation. Generally speaking the *Simon/Raths* approach falls closer to the emotional end of the spectrum and the *Kohlberg* approach closer to the rational end. The *Rodney Allen* approach represents an attempt to reach synthesis but tends to be very analytical in nature. Until some clear consensus is reached, however, among scholars, it is necessary for teachers to produce their own synthesis, drawing from the several schools of thought, to develop an individual approach that is suitable both for themselves and their students.

THE GOALS OF VALUES EDUCATION

Values Education assumes that teachers have the task of assisting learners in their quest for a clear, consistent, and defensible system of values. Based on this assumption, a student exposed to some systematic treatment of values should be able to:

- express an increased conviction in the responsibility for the effects of his actions;
- identify moral issues embedded in a variety of materials, including the daily mass media;
- formulate action ideas that reflect value-laden issues;
- display skill in decision-making, empathy, role-taking, formulating actions that are more likely to facilitate growth in an enduring system of values, and in resolving relevant moral conflicts;
- display an increasingly mature perception of reality and moral judgment;
- display a clear, consistent, and defensible pattern of judgments and actions based on a value system, and focused on the universal needs of affection, respect, skill, enlightenment, power, wealth, well-being and responsibility.

70.

Here are some of the projects attempting to apply values materials and strategies to school curricula.

- Moral Education Project
Clive Beck
Ontario Institute for Studies in Education
Department of History and Philosophy of Education
252 Bloor Street West
Toronto, Ontario

- Hamilton-Halton Values Education Project
John Meyer
Values Education Centre
2468 Glenwood School Drive
Burlington, Ontario
and
Steve Barrs
Hamilton Board of Education
100 Main St. West
Hamilton, Ontario

- York County Values Education Project
Brian Burnham
York County Board of Education
Box 40
Aurora, Ontario

- London Moral Education Pilot Project
Doug Fairbairn
Board of Education for the City of London
Box 5873, Terminal A
London, Ontario

- Scarborough Values Education Project
Ron Wideman
Lord Roberts Public School
165 Lord Roberts Drive
Scarborough, Ontario

ROBERT MORROW, JR., Director, Resource Booklets for the O.S.S.T.F., is in charge of developing and producing booklets on Values Education and Professional Development during 1975. He is currently Head of the Geography Department at Highland Secondary School in Dundas. His background in geography has led him to write and co-author several publications, particularly on East Africa. In 1970-71, the Canadian International Development Agency appointed him to serve as a tutor in Nyeri, Kenya. His knowledge of East Africa prompted the O.T.F. to engage him as the leader of their African Safari to East Africa in 1974. He is also very much of a sports enthusiast/expert and has worked as a coach, official and timer in football and basketball for close to fifteen years.

W. JOHN STEVENSON, principal author of the O.S.S.T.F.'s Values Education booklet, has studied in History, Economics and Political Science both in Canada and abroad. A teacher for fourteen years in Wentworth County, during which time he was a member of the Leadership Team, Principals' Course, Ministry of Education, he is currently Vice-Principal of Parkside High School in Dundas.

WORKSHOP 9

THE FEELING SIDE OF TEACHING

DR. F. STEWART WILSON
TRAINING SERVICES OFFICER
BOARD OF EDUCATION FOR THE
CITY OF TORONTO

Try to remember some of the most important (to you) learning events in your life. What *feelings* do you now remember in association with your learnings then: satisfaction, elation, sadness, personal power--boredom, indifference?

Can you honestly say that you then had *no* feelings? People like *Einstein*, who have learned and passed on to us great discoveries have typically reported strong feelings of elation, both leading up to their discoveries and at the time they finally visualized the solution. *Archimedes* was said to have been so excited that he shouted "Eureka!" as he jumped out of his think tank and dashed off to put his powerful new insights to work in physics and mechanics.

I would like to share with you some thinking I have been working through over several years that, at my present stage of understanding, leads me to believe that *feelings* may play a more primary part in *teaching/learning* than analytical thinking and words.

I realize that in the academic world this reverses a cherished dogma that human speech and language are all-important and that feelings are to be avoided as messy and distracting to scholarly activity if not downright uncomfortable to the scholar. However my aim is not to displace words as valuable tools in human enterprise (after all I will be using a lot of them here). I only aim to put them into their proper perspective: as the servants of human feelings, which is where the real action in life is to be found, I think.

Before we get into the heart of the matter I need to explain what I mean by *"feeling"*. The more I have explored this concept the more remarkable it has seemed--and the more complex.

To begin with, the old expression "I'm of two minds" is beginning to sound literally true. Recent brain and behavioural research has been showing that the right and left cerebral hemispheres constitute two quite different but complementary processing systems. In most

people the left side controls speech, verbal functions, and logical analysis of experience. This is the organ that much "academic" learning depends on.

The right brain turns out to be considerably more subtle, complex, and in some ways more powerful in the way it processes life experience and directs our actions. It lacks (in most people) a verbal-speech centre and must therefore express its awareness through body indicators or through learning to use the left-side speech centres as its mouthpiece.

Normal brains have a set of connecting fibres between the hemispheres called the corpus callosum which permits integration of these two brain organs so that we are able to act (some of the time at any rate) as unified persons.

But in some people no connectors have developed or, in recent cases of epilepsy, surgical separation of the hemispheres has been done, leaving two separate "minds" which respond to experiences in quite different ways. When problems are posed to each of these split-brain systems separately, the left tends to analyse the situation sequentially and then respond with verbal labels, which takes time. The right system on the other hand seems capable of scanning the situation much more broadly and quickly, grasping the patterns and relationships and getting a visualization or feel for what is appropriate in dealing with the problem.

But in the split-brain situation, with no direct connection to the verbal left hemisphere as a means of communicating its decision, the right brain has limited means for acting on its perceptions. Sometimes the right brain seems to be able to express itself through bodily action: a kind of "voting with the feet"--or hands. One patient found his head shaking violently to say "no, no, no" when the left brain had made an error in mathematics.

Notice that perceptions and decisions may well originate with the mute right brain and that the left (verbal) side seems to serve as a mode of expressing the right-side intentions. This represents a significant about-face in the typical high value placed by "academic" people on verbal/analytical functions. It seems to indicate that the "feeling" side, used in its broader sense, may be more potent in the long run--more "hard-headed" in the sense that it searches for and makes more use of all the facts *and* relationships in the problem situation.

This has great significance for educational practice and theory. In fact many people, especially recent generations, seem to have become aware of the primacy of the right brain and are learning to trust their "feelings", their intuitive processes, much more than was the case in western society to date. If the right brain's power can be restored to prestige and combined, through education, with the interpretive and expressive power of the left, mankind may have a much brighter and more productive future. As a race we may be able to collectively respond effectively to the impending ecological disaster we have been hearing about so much. And well-known creative people like *Einstein* and *Archimedes* would likely have no argument with all this.

Let us take a closer look at the realm of *"feeling"*. I can think of several different but related connotations:
- feelings: emotional experience and expression;
- the tactile senses: the checking-out of surfaces and shapes by feeling them;
- intuitive recognition or visualizing of patterns and relationships;
- a feeling of personal control, understanding or predictability which have been reported by many people who have made great and valuable discoveries; and a sense of worth and achievement which keeps people producing when their personal control feelings are high;
- a strong feeling for physical and personal survival.

All of these different facets seem to come together in the special powers and functions being discovered in the *right* cerebral hemisphere. All of them are directly related to human survival.

Because of the prevailing bias in academic circles during the last century or so against these aspects and in favour of the verbal/analytical modes of behaviour, educational practice has a challenging job to do. Educators will have to develop recognition again of the great value of these *feeling processes* for survival and to enhance through training and experience the related skills of using the right brain along *with* the left.

Let us take a brief look at some of the implications for teaching/learning. It will be necessary to understand, as teachers, *what* is now appropriate and *why* we are shifting focus if we are to do an effective job on the *how*.

Remembering that right-brain (intuitive/feeling) functions tend toward integrating or synthesizing, we may get some stronger feel for the situation if we think a bit about the different but related components of "feeling". Further on I will suggest some directions for teaching toward the right-brain functions.

FEELINGS: EMOTIONAL EXPERIENCES AND THE EXPRESSION OF EMOTION.

If we can set aside, for a moment, prejudices against "emotion", it is possible to see on a logical basis how valuable emotional feelings are to our survival and our effective coping with everyday problems of living.

First, let us remember that the concept "emotions" includes not only anger but the pleasant and productive states such as optimism, satisfaction in achievement, and the love that links people in productive personal growth.

Secondly, I would like to make a case, based on my personal, professional and research experiences, for the value in human life that derives from our capacity to feel and express anger, anxiety, frustration, and even boredom.

Thirdly, I have come to look on private emotional experiences as powerful guiding sources of information about my relationship with my environment. Also, the expression of emotional states, which can probably be considered as communication channels available to the right brain, has in my experience in working professionally with groups of people been a way frequently of breaking through unsolvable problems when used knowledgeably and with developed skill.

In this regard I must strongly emphasize that none of the above means that I support habitual, unbridled, primitive indulgence of emotions. Quite the contrary: humans need to become familiar with and learn to appreciate the emotional mechanisms nature has provided for our survival, and then learn to use the emotional information and signals in our repertoire to enrich and extend our lives. I strongly believe the best way to become a strong, productive, surviving person is to meet the inevitable conflicts of life rationally and use the powerful guiding and driving forces of our feelings to guide us constructively through the conflicts toward better understandings.

This is a very big topic in itself and the bibliography provides some more detail. For the moment let us note that unrecognized or non-utilized emotional experiences have been related to many of the most serious and often fatal diseases like heart failure, ulcers and respiratory problems. Research by *Dr. Thomas Holmes* shows that the cumulation of emotionally demanding life crises is directly related to the breakdown of vital organs. On the positive side, when challenging situations have been handled in productive and self-fulfilling ways, people don't tend to develop damaging stress.

Surely "feelings" in this sense must matter in education if education involves survival. Why is there so little teaching time focussed on the vital matters of recognizing feelings as sources of survival information, and learning to use and enjoy emotional experience and expression to strengthen personal competence?

THE TACTILE SENSE: VERIFYING SURFACES AND SHAPES IN THE ENVIRONMENT.

It is pretty clear that babies and young children rely very heavily on hand and mouth tactile contact to guide themselves through early development and survive. What adults often seem to forget is the vital reliance on the "feel" of things as represented in the carpenter's handchecking of wood surfaces he is working on, the chemist, chef and winemaker getting the feel of their products by mouth and in so doing avoiding serious and sometimes fatal mistakes.

Think too, of the powerful need to touch (verify) the shape and texture of sculptures and wet paint, a habit which lasts a lifetime. We may not and perhaps cannot talk about these constant tactile checking habits or even notice we are doing them, but clearly humans rely heavily on the "feel" of experiences for competence in living.

What has the tactile verification have to do with emotional "feeling"? I think if we were all more aware of our everyday behaviour and experience (isn't that a basic aim of education?), we would recognize that everything in life is connected, including the emotional experiences that arise from tactile behaviour and serve to guide our actions constantly. Can you imagine what might have happened to the human race if laws against the enjoyment of human physical contact had succeeded in total abstinence among us all?

In teaching, then, how much more competence must result if we borrow from carpenters, chemists and chefs and *consciously* recognize and encourage tactile discrimination ("feel") as a basis for understanding and skill development.

INTUITION: A FEELING FOR THE RELATIONSHIP WHEN THERE IS TOO MUCH TO NOTICE OR REMEMBER.

The information explosion is reminding us that there is too much to know and understand through analysis and intellect alone. The ecology crisis has shown pretty compellingly something American Native People have apparently understood for thousands of years: that we are an integral part of our world and nothing can for long be considered in isolation. Poets and painters have known for a long time and tried to teach us that love, beauty and human survival exist only in patterns and relationships, defying analysis in most cases.

How then do we deal with such complexity of relationships within the flow of time? Certainly most of our daily behaviour is *not* guided by scientific research as we make millions of decisions moment by moment. And yet most people get along not too badly - and have for thousands of years as a race of beings. Analytical research has systematized a lot of human experience and led to discoveries of valuable relationships among small sets of variables under limited conditions. But each of us is still stuck with an amazing series of personal decisions every moment of our lives - instant decisions involving too many variables for even the best scientific experiment to make sense of. Decisions like these, made without much awareness of what information they are based on, can be described as *intuitive*. We make intuitive decisions based on what *feels* right. Often enough they seem to be right enough for us at a given moment or not many of us would have lasted long.

The recent split-brain research supports the idea that in most people the *Right* Cerebral Hemisphere (R.C.H.) is capable of guiding such intuitive decisions. The right brain apparently assesses complex patterns as a whole, rapidly computes probabilities and recognizes key relationships, assigns emotional values in terms of survival or personal fulfillment - and then runs into dilemmas. The first dilemma is that it needs channels to verify its assessments of self and environment and then to convert its information into appropriate action.

In the contemporary western world, dominated by academic/analytical biases, this dilemma is complicated by the prejudice against intuitive processes which exists, with the exception of the Arts. Words and language tend to be thought of as central and exclusive - if you can't talk about it, it's of little value. And we certainly are talkative animals

judging from all the books we produce and the barrage of words we inflict on one another.

A problem for the right brain and for the development of its powerful intuitive processes we all have available is the fact that talk plus our cultural bias against intuitive thinking makes intuition almost inoperable much of the time. That is compounded further by our prejudice against "feeling" -- feeling and feelings are very basic components for effective intuition.

The metaphor of day and night vision has helped me to understand the differences between verbal analysis and intuition. Our day vision is like our loud, obvious, talkative experience in life which is based on the need to categorize our experiences under verbal labels. But when dark sets in the eyes take a while to adapt and see patterns under low illumination. Any bright light that appears in the dark will wipe out whatever progress we have made toward low-light sensitivity and we have to start over again.

In terms of verbal analysis vs intuition this means that in order to learn to use our intuitive processes we have to literally *shut off the talk.* In *Carlos Castaneda's* "Tales of Power", the Yaqui sorcerer don Juan is constantly urging and guiding his apprentice to suspend his "internal dialogue" so that he can learn to hear or feel the gentler yet powerful messages and urgings of his intuitive processes. Much of the story is concerned with the frustrating dominance of speech and verbal judgmental labels over *Castaneda's* behaviour and his attempts to get into his deeper awareness -- his night vision.

I use the day-night vision metaphor with the awareness that right-brain and intuitive processes in our make-up are to a great extent *visualizing* processes. Complex relationships are extremely hard to talk about. Express them in a map or diagram and most people quickly grasp the situation.

Do you remember trying to give or receive verbal directions to somebody's vacation cottage? The frustration in this frequent endeavour is greatly relieved by a thoughtful combination of maps and signs. The map provides an instant and intuitive understanding of the space relations that make our journey successful. The signs (highway numbers, place names) provide reference points within the overall pattern. The map-and-sign analogy is another way of thinking about intuition and verbal analysis: signs (words) alone are useless without the orientation and relationship of the map (intuition).

What has this got to do with teaching? I personally think it has everything to do with it: without seeing the overall picture through intuition, without personal emotional experience in life, and without the memory aid that an intuitive map supplies, no useful learning can take place. The traditional idea of teaching conceived as *talking at* people violated all the logic of human effectiveness. It is being clearly demonstrated as well that when we try to teach mainly to the verbal-analytical side, the learner loses hope in his ability to learn. On the other hand, my own experience in working with adult groups where we try to teach to *both* sides of the brain and particularly the right-intuitive side, people find powerful new hope, learn better and act more effectively.

THE FEELING OF PERSONAL CONTROL AND SELF-WORTH.

Much of our social and organizational lives is dominated by the concept of *control.* Much behavioural research shows that our perception of personal control or influence, in the world and our lives is perhaps the most central issue in personal competence, learning capacity, and survival itself.

I don't want to get into philosophical debates over whether or not we are "really" in control of our lives. However, research has been showing that our *belief* that we have influence in the world and/or within ourselves, is vital. Those who habitually tell themselves (believe) that they can predict or influence events around them are a way ahead in learning, achievement, and enjoyment of life as compared with those who believe they are powerless in life.

"Brain washing" in military prison camps is designed to destroy this vital belief in personal control. Survivors of these camps have often described people giving up and physically dying when their perception of control had been deeply eroded. In older-style orphanages, infants who were fed and otherwise physically looked after often died as a result of being socially ignored--they saw no connection between their actions and their human world.

Let us link the perception of control and personal worth with our previous discussion. *Robert Samples*, a psychologist-educator, looked at the implications of the right-brain intuitive processes for teaching. He started working with "street kids" from the poverty areas of a big city who usually seemed to fail in the verbal-analytical skills demanded in middle-class schools. He also worked with Navajo children, whose culture has no written language and who typically have the same trouble in middle-class, white schools.

Samples found that when he left the control over learning activities as much as possible in the hands of the students--when he gave their intuitive processes lots of scope--the students usually showed great improvements in self-worth. With their increased optimism about their own abilities and perceived control they learned as well or better than "middle-class" students. His most interesting discovery perhaps was that both "street kids" and Navajo children (the "disadvantaged?") were *better* equipped in right-brain functions. Street kids had learned to rapidly assess threatening situations, go to the heart of the matter immediately, and react quite appropriately with a minimum of words. Navajo students turned out to have a powerful understanding of spatial and pictorial relations like maps through which they express themselves very effectively. Once these students are told that their natural skills are sufficient, they start to take control and then even learn the middle-class modes as well. The great irony, *Samples* says, is that these young people need enormous wisdom and skill of the intuitive-feeling-visualizing sort just to survive their particular worlds to *get* to middle-class schools--where they are promptly told their survival wisdom is not valued.

THE STRONG FEELING FOR PHYSICAL AND PERSONAL SURVIVAL.

All of the above seems to me to culminate in the need or habit of people to survive--to *survive* not only physically but to survive as an effective, productive, and *feeling* person while physically alive. It is not enough to just drag along through life: living has to provide a sense of personal power and significance. Sometimes just getting by in spite of enormous odds can be an act of heroism--and perceived control.

I have also found that when an opportunity for even brief right-brain personal learning is provided, most people feel and show a greatly expanded sense of worth and often go away to improve their life conditions. It is there waiting for an opening in most of us--even a small validation of the power present in our combined right and left brains. Above all, it seems to begin with good *feelings* about oneself.

Is personal survival on the school curriculum? Many of the hundreds of teachers I have worked with and known personally seem to think it should be, and manage to work with students in ways that draw on the power of the survival need. Others, and teachers are people first, seem uncertain about their own personal survival which clouds the issue in their teaching.

When it comes to *large schooling systems* one often wonders if survival of the abstract "system" is in competition with the personal survival needs of the students. There is something about the way we organize ourselves in large groups that tends to mask our concern for those the "system" was supposed to serve. In a way it is similar to the tendency of verbal/analytical left-brain thinking to block out right-brain feeling/intuitive processes. People can't be understood or served as abstractions, as labels, but only personally.

I've felt the need here to try to talk in words (and some metaphors and images) about "feelings", which are pretty hard to talk about, being experiential in nature. Writers and speakers always tread a narrow path between being too superficial for readers who have already achieved far more intuitive depth and control, and the risk of scaring others who may not yet have started on this journey. This is also the teacher's dilemma. I do feel and think that our human race is soon going to make some giant leaps in understanding human experience. There seems to be many who have already made some private leaps in personal power and who will probably be helping to guide the rest of us to where we would like to be.

A human brain, with about ten billion cells with thousands of possible inter-connections, represents a powerful instrument for processing and acting on experience. *Marilyn Ferguson* in her book "The Brain Revolution" says many scientists regard the brain as probably the most remarkable and powerful event in the universe. Teaching then surely becomes one of the most significant forms of behaviour in the world. Also one of the most humbling challenges?

TEACHING TO THE RIGHT BRAIN.

Teachers are generally pretty busy and personally involved people and the profession usually teaches one to value time and energy above all. Most people in the profession I have worked with say they only have time for what is "practical"--for what can be applied directly to their classroom practice.

In what I have said above some might see not much that is "practical". It is practical to me however since *it all applies directly to all teaching.* It represents a big shift in our perception of what the game is all about and it calls for a big change in the learning situation from what it used to be. We have to acquire or re-discover skills in coaxing the neglected (and often despised) right brain into action, and then in integrating the two sides to help learners to develop their larger potential. Isn't that "practical"?

I would like to suggest some initial guidelines for creating a learning environment that favours the development of the intuitive/feeling side of the brain. It is encouraging to know, too, that when the right brain grows, the logical/verbal function on the left side often gets better and stronger as a result.

The suggestions below seem to me to flow out of our discussion of the concept of "feeling". I assume everyone has his/her own way of translating principles into action and the following points are necessarily general in nature. I also assume teachers are capable of problem-solving, creativity, and good judgment.

LET/ENCOURAGE THE LEARNER TO TAKE CONTROL OVER HIS OWN LEARNING.

This is simple to say of course, but there are many implications in making it "practical". For one thing, the teacher has always been *assumed* to be in control. The fact is, the effective teacher has to be in control of *him/her-self*--that is, trust oneself to keep a working relationship with the learners.

Students, as any perceptive experienced teacher knows, have considerable control as a group which can be threatening to a teacher. How to develop the necessary relationship of mutual trust and group cooperation to reduce such a threat is a big topic in itself.

The basic principle, though, seems to be in recognizing that all people desperately need to feel in control and will often try any means available to get it if deprived of control. On the positive side, when control needs are mutually met groups and leaders (teachers) tend to get along. Keeping that balance of control is of course an art that goes on developing throughout a teaching career.

In a little more practical direction, letting the learner control his/her own learning, means leaving to the student as often as possible: the *choice* of problem; the analysis of the problem; the selection among alternative solutions; acting on the solution (choice) *and* dealing with the consequences.

Perhaps the most significant phase in this process is the *personal choice of a problem* that seems worthy and interesting enough to work on. The most significant learning is likely found in dealing with consequences of the chosen action and then recycling to the next step in the problem.

In the case of street kids, *Robert Samples* gave them a project of exploring their own neighbourhood with Polaroid cameras, a project which they took full responsibility for once he had learned to trust himself and they him. It all hinged on mutual trust and trust had to be *built*.

With the Navajo students, *Samples* expressed his trust of their mapping skills and they did the rest with remarkable results. Perhaps you will find that the hardest first step is in learning to trust yourself.

LEARN TO TRUST AND VALUE FEELINGS (YOUR OWN AND THEIRS).

If you are comfortable with your own feelings and use them as vital information about your relationships with the world, you will have far fewer problems with a group of students. For one thing, it can free you from internal distraction and leave you available to help students meet their emotional and logical needs. If you succeed in meeting most of the basic emotional/social needs of students you are already a long way toward a productive classroom.

LEARN TO USE METAPHOR AND IMAGERY AS CONCISE WAYS OF COMMUNICATING THE COMPLEX AND THE UNSPEAKABLE.

The day-night vision, the map-sign analogies I have used here, refer back to much of our private experience and give a reference point where analytical words usually fail and often get in the way of understanding. The split-brain research has also provided factual information about the contrasting functions of right and left hemispheres; my use of this distinction is more metaphorical than neurological. Such a metaphor provides a kind of visual, concrete reference image for a highly abstract idea such as "human function". Somehow, human thinking works better with abstractions when it is anchored in a location, a geographical relationship, or a concrete experience.

Literature provides abundant sources of metaphorical reference points to help in understanding various aspects of life: the Hamlet situation, the Macbeth problem, the Jack and Jill crisis. Encouraging the reading of this literature can in turn draw on the use of metaphors in the student's own life and experiences, which tend to create value in literature by extension.

LEARN TO USE SPATIAL, PICTORIAL, DIAGRAMATIC, MAP REPRESENTATIONS TO DRAW OUT AND DRAW ON THE POWERFUL INTUITIVE/FEELING/RELATIONAL FUNCTIONS OF THE LEARNER.

Some subject areas like art, geography and geometry draw naturally on pictorial representation of ideas. All subject areas can make use of these modes to help greatly the understanding of complex relationships as well as to provide a memory aid par excellence. Almost any idea, with a little intuitive consideration, can be represented in a diagram.

When I am working out diagrams, I usually become aware of the component parts first, get to know them by playing around with them, and then try to work out the relationships. A first draft drawing of my understanding of the situation often shows me what is missing or what needs changing. The final stage calls for simplifying in the interests both of clarity and aesthetics. This tends to help the accessibility of the information both in the diagram and the memory.

LEARN TO RECOGNIZE AND USE NON-VERBAL COMMUNICATION IN TEACHING.

An enormous proportion of what goes on between people is non-verbal. Words are, often enough, merely vehicles for the real message in speech which is in the tone and manner of speaking. Those who have become aware of the power of non-verbal communication have found both greater security and more personal effectiveness in their teaching.

One of the best training experiences I know to help become aware of non-verbal communication and learn to use it effectively is actor training and stage work. Just learning to ignore the words for a while (turn off the sound on your TV) and watching the body actions of the speaker can be helpful. If you haven't tried it yet, it is also very illuminating to ask others to describe to you your own mannerisms, gestures, expressions and tone of voice--even a little startling at first.

There are also several books now available on "body English" which indicate a rising interest in the topic.

This has been a necessarily condensed trip through a lot of broad territories. Much of the *how-to* can't be sufficiently spelled out here. Much of the *how* aspects depends on personal creativity and individual preferences. Some reference materials are listed if you want to explore in more detail.

In looking over what I have written some key points stand out for me--other points, some not included here, may be more significant to you. For me, the most important seems to be the need of all people to gain effective control in their own lives, and that implies that we all have to recognize the control needs of others as well. *The sharing of personal control seems a central issue for school curriculum.*

In understanding personal control, the centrality of *feelings* emerges as a vital point. A recognition that feelings (emotional, tactile, intuitive) are the drive-forces in life out of which the logic of life grows is a basic theme which will need a lot more understanding.

The fact that half the brain is available to process the feeling side of existence is encouraging. This means that we can learn and teach in ways that greatly extend personal power in life. If we manage to re-integrate both sides there is no telling how productive and fulfilling life will become, both for students and teachers.

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WORKSHOP 10

THE ART OF COMPUTER-GENERATED TIMETABLING

STEPHEN D. SCHWAB

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An increasing offering of course choices has dramatized the growing complexity of demands made on school resources. Staff, facilities, and curriculum are strained to their limits as administrators attempt to provide more effective learning experiences within limited budgets. Because the success of an educational program depends in a large measure on the way school resources are balanced against demands, *systematic planning is critically needed.* However, time is a critical factor in successful planning and allocation of resources. For most administrators there is an insufficient amount of time to adequately explore varied combinations of students, course offerings, staff and facilities.

Cogito Corporation, after years of development, provides modern computer techniques that make time less of a barrier to professional decision-making. Thus, the administrator and his staff have a great opportunity to creatively plan quality learning activities.

Scheduling is a matter of bringing the educational design into balance with the educational resources of the school. Preparation of an efficient schedule requires precise definition of the school's educational philosophy and the proper curriculum vehicle for its implementation. The schedule then, is the key to individualizing mass education, showing how to reach desired objectives, such as optimum teaching loads, balanced class size and minimal

conflict. *Under normal restraints of time, a school cannot manually build a master schedule as conflict free as one built by a computer.* When schedules are built manually too much time is consumed by surveying possible combinations of students, staff, facilities and time. Electronically, far more searching can be done, therefore fulfilling a greater number of course requests. *However, a computer does not automatically solve scheduling problems. It does free the imagination of the administrator from the restrictions imposed by the manual schedule and provides him with a wider range of alternatives from which to choose.*

STEPHEN D. SCHWAB has been active in educational research; he has also organized and participated in several conferences and workshops dealing with such topics as 'the rational use of resources in the management of educational programs', 'new techniques in education', 'flexible modular scheduling' and was responsible for elaborating a report card system for secondary schools. He is currently one of Cogito's "timetable artists" and has been with the firm since 1969.

WORKSHOP 11

POLITICS AND EDUCATION

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Editor's note: This is an edited transcript of a taped presentation.

This is a workshop and I hope that we can move fairly rapidly into the discussion, because one of the things which has happened, I think, within the last five years, is an incredible raising of consciousness about the extent to which education and politics are somehow related.

I can remember about three or four years ago, I conducted a class at the Ontario Institute for Studies in Education on the inter-relationship of politics and education, and I spent most of that year trying to convince people that there *was* an inter-relationship. This view that there was no real relationship permeated the 1960s. In fact, the word "politics" was thought of almost in pejorative terms ("dirty-handed politicians shouldn't be allowed to touch the educational institutions of the province"). It was very hard to relate to this point of view and I think this was one of the problems of the teaching profession during the seventies: *to realize that education is a part of politics and politics is very much a part of education.*

I would like to give you my definition of politics: *politics is very simply how we do things together.* And it relates to all the functions of the public sector - the policy-making by the legislature by which we carry out functions which individually we couldn't do. As our society becomes more urbanized, more inter-dependent, we do more and more things together. When one looks at a hundred years ago, the individual farmer trained his sons as they were growing - to milk the cows, to carry out all the functions of feedings, harvesting. All that schooling really did was carry out a few functions which the farmer didn't feel capable of doing - teaching young people such things as reading and writing and arithmetic. Those basic needs were fulfilled by the schools. But today of course, in the kind of society in which we live, we have tremendous demands made upon the schools. That is basically what we will talk about today.

The definition of *education* in the paper I am going to put forward is: *all the functions of a society which are primarily related to human development.* I would just like to make this point very clear, because *some of the educational process must be carried on in schools and colleges and universities, but very much more must be carried on in other ways in society,* including industry, including the so-called open sector and a host of other patterns by which we see people grow and develop in their lives.

I think these two elements come together much more as our society becomes increasingly complex. Today we have a mobile society and young people do not follow their parents, to become farmers or to become workmen. We also have a changing society, very quickly changing and the schools cannot hope to prepare people for that kind of society. The only kind of hope is *continuing education,* an educational process in which people are "plugged in" throughout their lives, or to use that term more precisely, they "plug in" and "plug out" during their lives into various kinds of formal education.

We are in a society in which the political relationships are marvellous to behold. Who would have believed a few years ago that in peace time, the Prime Minister would have appeared on television and told us, literally, that our lifestyle is going to change. But it is now the Prime Minister of Canada telling us whether we can continue to be able to buy a new car every two or three years; whether we are going to be able to raise our sights in terms of our housing; whether we can expect a raise in our pay cheques and how much that is going to be; what implication this has for our travel plans, whether we can visit Europe or whether we can go to Australia. A whole collection of activities suddenly become related to what the Prime Minister said in his television speech, before the Canadian people.

Thus we realize that people have to learn to be citizens; it was something which we thought was a natural phenomena, a natural function. But today, the whole area of government and the public order is so complex that even the most assiduous observer doesn't really have a hold on all the levers which are present and must be pulled to make our society operate. So we really do have to look at continuing education even in terms of carrying out our functions in a democratic society of citizens.

In this way, we are liable to have all kinds of expectations thrown upon the school because of the political needs of our society. Educational deprivation is looked on as having societal implications. It's not just a matter of a few people not getting an education. This is an unfortunate thing at any time and we realize we must get some kind of support to those who have missed out. But now we realize that our whole society begins to erode in its quality unless we have a good educational system for everybody, unless everybody has "equal opportunity", and unless those opportunities are *real*, ever-present.

One can say, in broaching this topic of politics in education, that we now realize that our quality of life is seen largely in educational terms. It is certainly perceived that way in the Third World, where you have had tremendous pressure in the last number of years to raise the qualifications of people and let them grow in the hope that in turn that will enable those people to marshall their country's resources, to control capital and to make use of all their natural resources to create an economy which will bring up the standard of living in those areas.

This, in a sense, is a starting point in our attempt to look at politics in education. I would like to put forward this issue: *that it is time that we looked at education far more in political terms; that we become more aware of education and politics as going hand in hand; and that we look at it in a positive sense, not a pejorative sense.* We should realize that in essense it was our unwillingness to recognize what the politics of education was in the past which has brought us a good deal of the difficulties we are into in the seventies. If we had been more moderate, more sensible, about what we were doing in the sixties, we might not have gotten into a situation where we raised such incredible hopes and expectations, hopes inevitably to be damaged in the 1970s.

I would like to take a look at the sixties and all the things that took place. For example, our tremendous surge in vocational education. A recession encouraged the Conservative government to pass the Vocational Training Act, in 1961 - a Federal act, which poured hundreds of millions of dollars into education in Ontario. As you wander around the province of Ontario, you will see collegiate after collegiate which was built in the 1800s and even 1900s with a brand new vocational wing on it. Just look at all the schools which were built to house the burgeoning school population of the 1960s and you can see the emphasis which was placed on vocational education. It came directly out of a political decision in Ottawa; it came directly out of some perceptions which took place in the Department of Labour - that the young people of Canada were starting an unemployment insurance line-up, when people who were coming across from Europe on the boat were able immediately to take jobs because of the educational background which they brought with them. And that is what brought about this really quite extraordinary explosion, which began in the early sixties. Then by the mid-sixties we suddenly saw all these young people going through these vocational courses, then the question was asked: "What are we going to do for these young people? Where do we go from here?" Universities obviously couldn't be expected to give much help and assistance to these young people; they didn't have the prerequisites for university work and in most cases they didn't have the interest. We had probably one of the most extraordinary developments in western education, with in one year the development of twenty-two such colleges across the province.

I isolated that whole area to prove to you that what took place in the sixties was political, very political. We in the educational world tend to discount the political and simply say that we were involved in a great cause - the very pure, unadulterated cause of education, of human development. We weren't going to sully our hands working on what was really happening to education, or try and find the connection between education and politics, or to try and find the illegitimacy of some of these connections I mentioned. We as educators at some point in the sixties should have said: "Hold on. You can't expect a school to solve the problem of unemployment, as well as the problem of teenage pregnancy, alcoholism, bad driving. You can't expect a school to solve the problem of ecological deterioration, of the drain on moral values throughout our society." Unfortunately, we as educators were all overwhelmed by the fact that education was providing us with a much better living (our salaries went up very substantially during those years), and incredible career opportunities. (I find in this group a gentleman whom I actually taught during those halcyon years. I taught him History. He can tell you that it seemed as though everybody who was alive and well in a classroom in the early sixties were all very likely to be principals by the seventies, just simply by being there - you just got shoved up by the numbers that were coming in at the bottom!). Although that may seem like a cynical statement, I simply want to make the point that we were pretty overwhelmed by that reality.

We weren't very critical and we weren't very analytical and I think that we should have been much more conscious of the political background; we should have been much more conscious and willing to explain to people the fact that the schools could not do everything to satisfy their expectations. We should have taken an "arm's length" pose in terms of some of the expectations that politicians were giving to people. I think we should have recognized that education and the Gross National Product were not tied inexorably together; that the financial argument for the development of "human resources" (that dreadful phrase) should have been looked at very carefully. We should have destroyed those terrible charts which say that if you stay in school for a certain amount of time, your income would go up to such and such a level.

I think we were hypnotized by technology in the 1960s. Read some of the literature of the sixties on educational television and what was going to happen, and look around you at what is happening to educational television, how far we are from our expectations. In the post-secondary, there is virtually nothing happening. The Scarborough College effort has disappeared and it's a pretty sad and pathetic little bit of activity going on in a few pockets around this university system. Look at 'team teaching'. I can remember when they built schools to accommodate team teaching. And now, not very much of it going on here. I think we did a great deal, but we were enamoured with buildings and machinery and we didn't do enough

research on innovation. When we thought of innovation we tended to be so close to the United States that we took up too much of what they were already on the way to rejecting. Once again these things are related to *our capacity to deal with the real politics of education;* our lack of realization that obsession with technology came from outside the schools.

The sixties represented nothing very much in the development of teacher education for elementary and secondary-school teachers. We became enveloped in jurisdictional concerns. We had a report emerging in the early sixties which told us that teacher education was to be carried on in universities and that every person should have an university degree. As far as universities are concerned, teacher upgrading distorted all the continuing education programs. Right now, the summer schools are going downhill very quickly because now the teachers are all disappearing, they have all been through the "mill". You would think that there might be something we might do for teachers, in terms of their own professional development rather than simply churning them through the old course which is set up, really, for adolescents and post-adolescents who have entirely different needs. You have extraordinary kinds of silly situations, like the fifty-six year-old teacher who was taking a course in Physical Education - she was an English teacher - because that happened to be the only credit she needed and which she could get at that particular time. I think that's the kind of thing we were very unconscious of during the fifties and that's the kind of thing we should never allow ourselves to do again.

During the sixties, I think *we lacked any coherent concept of the community and we tried to believe that education could be in isolation.* That's one of the greatest tragedies: we tended to think of education and educational development as outside of the community, outside of the public sector, outside of the whole political spectrum - we tended to deal with education very much in isolation. As a result, we never did the things we should have in terms of preparing people for those changes, I mean people who were going to have children in those schools. We have set up all kinds of things that we have never been able to resolve; we move ahead one step and back another half step, because people don't understand what the new mathematics is about; they don't understand what social studies is about. All of these things were simply dropped on the community by the schools without any conscious effort to involve the community in realistic ways. I think that is perhaps one of the greatest disadvantages which we must overcome in the seventies. Because we tried "to go it alone", in isolation, there is now in many cases, in many schools, a hard line resembling almost a revival of the 1940s and 1950s. That's another example of a lack of political sophistication.

I still have a young lady in high school and I tell you, I have never seen anything like the differences which have taken place in that high school, (all four children went to the same high school) and the difference in their educational experience is just mind-boggling.
I'm involved in the educational system so I can "roll with those kinds of punches", and I think I see perhaps a little easier the context of what is going on - the schools toughening up, becoming more academic and so on. But for ordinary parents, it must absolutely be very difficult, to try and understand what is really happening in the schools in Ontario. All of this again, is because we lacked a political focus in our thinking about schools.

I would like to suggest another theory, a fifth point. Because of our unwillingness to recognize the connection of politics in education, we tended to view education as "an educational system", when it really is *one* alternative. *We have not really thought very much about whether the system is right and whether we shouldn't really try to encourage different kinds of systems.* Our capacity for change in school organization is very limited: you still have the principal, the vice-principal, the department head. *We don't know how to change the organizational structure in a basic way.* If you look at what has gone on in our society, this future-shock society, any person who walked into a school who went to school in 1930, could immediately recognize the structure of the school in 1976. Surely this demands some kind of assessment. Is it because that is the only way you can run a school? Is it the best way necessarily? I hate to say that because I haven't seen very

many alternatives being attempted, of what could happen without a principal, without a line decision-making process.

Let's take a look at the whole classroom situation. We know a great deal more about how people learn now; we know a simple thing like learning writing; we know a simple thing like ages at which kids have different interests; that languages can be easily taught to kids who are very young, not taught very well at a later point. We know for example that history is not a subject that you can teach young children very well because they don't have any sense of time or any sense of the passage of time; they have no sense of what motivates human beings, ambition, greed... How do you talk to an eleven-year-old about Napoleon? My teacher did the Russian Revolution in one day - that's great, but what does it mean? Whereas they can relate to geography because they experience hills and valleys and rivers and their own climate. Have we really done anything to our curriculum to accommodate what we know about the learning capacities of the different ages? At the other end, we still teach adults post-adolescent courses. You get a forty-year-old and you teach him the same courses you teach to an 18-year-old. A person comes to us with all kinds of inter-connections and experiences in his head and what do we do - we separate them all out - that's Economics 100, that's Sociology 100 ...

I think there is a lack of curriculum realism; once again, because we have been hooked into a single system without recognizing that it is only one system - a *political* school system - it's tied to the fact that education is a part of politics, that the educational system is under a minister of education, who belongs to a political party, that must get elected. The views and values of that political party are instituted generally through that educational system with, one hopes, some degree of sophistication. I wouldn't for the world suggest that in Ontario or in any other province the party in power has been using its system to put forward only its narrow ideology. But there is *the underwritten agenda in curriculum* in every school which in essence accommodates the views of the party or parties in power during that period.

I would like to make a few comments on the future, what I think we may see happen as a result of a new politisation. *I think we are going to realize that education is a part of a much larger spectrum; that the school system is a part of the educational spectrum, not the educational spectrum.* And family education is going to be a major way that we are going to make things happen. I expect to see teachers going out to homes, talking to families. Because as we all know, the schools simply cannot cope with the educational process after all kinds of things have happened to kids during the first five years. As well, I think that's a political necessity. I don't think there is any way that we can innovate in isolation. *You can't make substantial improvements in the educational system without having a community in which people have become sophisticated about education, its limitations and possibilities.*

I think we are going to see in the future *major curriculum change* which will relate to what we know now about education and educational change, and that, I think, once again, can be done as long as there are alternatives and that we recognize that politically there *have* to be these various alternatives available.

I think we are going to de-emphasize schooling. I think we are going to see a lot more kids outside the schools, in the community. We cannot do that without recognizing the politics we are dealing with because you cannot send kids out into a society which believes that education goes on in schools and it's that society that has the only responsibility for the development of kids. You have got to have an inventory which recognizes society's responsibilities to young people, such as the social service areas which are prepared to take young people and give them experience outside the school set-up.

There is so much to do. *But we are not going to have more money for education* (take a look at the Ontario budget and how much it costs to service that budget). In the priorities which are listed for the government, we only come to the distressing view that there isn't any more money and we must accept that we are not going to be able to pour the kinds of money into the formal process as we did in the 1960s.

If we are going to make a more effective system, it is going to be by using outside resources, creating what people have called "a learning society", an educational community, including the educational unit of the family. That seems to be the direction and I think it can only be done by recognizing the political necessity of going in that direction.

I think there is going to be a tremendous emphasis on adult education. I think we are moving into a completely different society. We have been hooked by what one might call the production/consumption/waste society. That kind of society is very quickly passing away. I don't need to tell you why: we know there are limits to our energy resources, tremendous limits to various unrenewable resources; we know that the combination of inflation and unemployment is only a part of the problem. Mr. Trudeau talks about changing our values. The only change that we can make today to produce any happiness and contentment for people will be a change towards a learning society in which people will learn rather than concern themselves entirely with material goods. *The period of growth is well over, it is gone, and the only kind of growth which is non-pollutive and non-inflationary is the growth in intellectual and spiritual values.*

Those are the directions that I see taking place. I would now like to open it up for some discussion and get some of your reactions.

QUESTION

There seems to be a trend now for more government participation or intervention.

W. PITMAN

This goes back to the teachers' unwillingness to recognize that they are part of a political system. I think that if we were aware of the real politics of education, we would have recognized that we can control the situation in our own schools, in our own neighbourhood much more easily than we can control things in Queen's Park. Therefore, *the emphasis on the part of the profession and the administration should be towards trying to get more and more power back to the schools* because we can, I think, once we recognize the political realities, control that political situation much more effectively if we are prepared to do the things that are necessary in that community; if we are prepared to develop family education; if we are prepared to put kids out into the community, to develop a curriculum which relates to that community. That's what I think is the long-term direction. We must believe that *the right things can perhaps be better decided within the local school, the local community, by local teachers and a local administration.* I think once teachers recognize that political reality (they can't go their own way anyhow), then you will start seeing teachers cope with that.

QUESTION

What I'm saying is that locally you may decide that formal education, adult education, community education, all of these things are good things. But in our province right now we have no control - all of those programs are going to cost money.

W. PITMAN

Not necessarily. Let me suggest this to you. I have never yet been convinced of any argument for keeping kids in school who are six years old, from 9:00 to 3:30 or 4:00 and also keeping kids in school who are seventeen or eighteen, from 9:00 to 3:30. I have never been able to understand why the time parameter is so tied to learning. To force the teaching profession and administration in all these schools to keep these kids on ice for that number of hours every day has not been proven educationally valid.

COMMENT

They are really baby-sitting.

W. PITMAN

That's the very point I want to get to. I could never understand why a five-year-old can only be in school for half a day, and a six-year-old is in school for a full day. What the teaching profession has to do is not to accept that as "given". There has never been any attempt to reach out to the local community and say: "What do you want your kids to do? Do you want us to keep them isolated, sitting here, being bored? Do you want your teachers to be simply baby-sitting or do you want them to do something effective?" In Grades 1, 2 and 3, for example, how long in a school day do kids learn in any kind of intense, dynamic way? How often does that take place and for how long? I would say it certainly doesn't take place from nine o'clock in the morning until four o'clock in the afternoon. You can't learn in that kind of a time parameter and I don't believe kids can. I think the community is hooked into "what is".

It's centralized, the fact that they are to be in school from nine to four; but what's not centralized is what you can do with them in that time parameter. You could provide community experiences for them; you could provide more athletic and recreational opportunities for them in that time parameter. *Jean-Jacques Rousseau* was writing years and years ago about naturalness - I think we could use the time of our teachers and ourselves much more productively if we got "off the kick" that we had to keep them in groups of 35, in classroom periods, from nine o'clock in the morning until 3:30 in the afternoon. Think of all the things we could do to break out of that time lock.

QUESTION

Politics is not only taking place in Ottawa. Politics is people who are going to fight Trudeau; politics is the O.S.S.T.F. There are so many facets of political power ...

W. PITMAN

You are quite right. If a school decided it was going to put a priority on reaching out to the community, not keep kids hooked into the system as much; if the community decided they really wanted some changes and the teachers could convince them of this in a sophisticated period of debate and discussion, do you think any politician would really go against that? Do you think any civil servant is going to say: "Hold on now, that is not quite what we expect to be going on in the school at three o'clock in the afternoon". I don't think so. That's the whole point - we have never thought of politics and education in these kinds of terms. *I think there is no limit to what we can do once we get the local community behind us.*

QUESTION

I agree, but I think it's very hard to implement.

W. PITMAN

I couldn't agree more, but the first thing you have to do is have a commitment to a conceptualization of what is *real education* and I think also you have to lose that commitment to all the structures which we feel very comfortable about. If we can just break away from some of those loyalties in order to make that kind of a jump, I think that all kinds of things can happen.

QUESTION

I don't think the community is ready to tell us what they need. I think one of the things we have to recognize is that the community says: "Look, you don't have to tell us what we need".

Fine. If they are going to say that then first they have to tell us what the alternatives are. Then the question comes up: "But what do we do?" *What do they want us to do? We have never asked them that before.* We imposed our particular structure on them - the concept of time spent equals education achieved. We have that philosophy of education, we get all our fundings on that basis: The number of kids you have equals the amount of money you are going to get from Queen's Park. As long as we are prepared to accept those concepts as our educational reality, then we deserve what we get.

QUESTION

I think you have to be careful about finding out from the community what they want, because my guess is that most communities seem to be a little too far to the right.

W. PITMAN

That's quite true. The point is they will tell you what they think kids need on the basis of what they got 25 years ago. Politically, that is a dilemma. When we are talking about community education and developing the community thought, that's the starting point you have to work with. Then you have the task of deciding how you bring that community along and how do you change that view. These same people who are saying this are also reading *Toffler's* "Future Shock", are also reading "Zen and the Art of Motorcycle Maintenance". These are best-sellers, somebody must be reading them - some people in your school. The human development movement is just exploding all over the place. The school seems almost isolated from all the things that are going on. There is just a mass of these books being read all over the place, yet the school system is going along as if nothing had happened at all. That's what happens when you separate your thinking about politics and education.

QUESTION

You have said that the educational system is not going to solve this as it is currently constituted. First of all, we can't touch the media, and the government hasn't really directed anything to the media. It looks to me that we are well on the way to self-destruction. Maybe not this time around but the next time around, when teachers go on strike, maybe the people of Canada will demand change.

W. PITMAN

Once the teachers strike for higher pay, that focuses everything into an economic fight and I don't think it is likely to be positive. The strategy you are suggesting is to strike to make Canadians realize that they don't need schools, that they don't need the kind of schools we have. I'm not sure that that will happen. Would the O.S.S.T.F. and the teachers' organizations be prepared to see these changes take place? What happens unfortunately in a strike is that anybody who contributes to the educational process is a scab. The main problem is to get the teachers back to work. I don't think that the teachers of Ontario, when they are in the midst of a strike and are not having any pay coming in... I don't think they are likely to look upon any alternative schooling or alternative educational opportunity as being a positive contribution. They will look upon it really as a form of scabbing against the teaching profession. That's the problem. Now if the O.S.S.T.F. were to say: Let's see what exciting things can happen - groups in basements, meeting in the library; regrouping of kids to set up a social service agency, to help the aged, etc... What I'm not questioning is whether the strike strategy will work.

QUESTION

One of the things I would like to see, in line with what you mentioned earlier, is the right that the parents are looking for. It's a reaction, and *I think the schools reflect society, I don't think they lead society.* I think that's the way it is because that's the way it is and I don't think we are going to change that because all that happened generations ago. Just as the organization of secondary schools is the same it has been for years, the same as our political party system - we have political parties, we have

a premier. Who says we need a premier? We have cabinet ministers, we have a pecking order behind them and those men and women have aspirations in life that follow a very definite route, not necessarily always for the Health Ministry or whatever. It's political, it's personal gain.

W. PITMAN

That is certainly a widely held view and you are perhaps right. On the other hand, I think that there are payoffs. *If the teaching profession could understand that there were payoffs in change, then I think we might get change to take place.* The unfortunate thing is that now, I think, everybody looks upon change as a drag - it creates problems, it doesn't solve problems. It's much easier to stay with the known than to leap into the unknown. The payoff I think could be a much more positive and exciting lifestyle. I see more leisure for teachers, getting out of the classroom more often; having more variety in life. Quite frankly, and I'm being very personal here, I started teaching farther back than I would like to remember, in the early fifties, and as I look back on it now there are some days when I say to myself: I would love to go back to a classroom all day and not have all the hassling I listen to, all the people complaining, all what administration means today. And then I think to myself: I couldn't stand the heat! Seven hours a day of that, on your feet, talking from nine o'clock in the morning until three o'clock in the afternoon, coping with two hundred students coming at you! I just don't think that lifestyle, that workstyle is one that I could cope with, or would want to cope with. I think it would be too tiring, too boring, too depressing. It was exhilirating and exciting obviously at certain points in time. What I am suggesting is that the teachers' lifestyle might well improve by changing some of those things that are pretty dull, routine, uninvigorating, for the more exciting aspects of meeting and working with kids - outside the school once in a while. There is a psychology I think which is bound by those four walls and I think there is a payoff to be found.

QUESTION

Don't you fear the practicality of that situation itself is going to mean more teacher time and preparation, to go out into the community?

W. PITMAN

Right. Far more time for preparation and thought and exciting exchange with other teachers, and far less preparing the course per se.

QUESTION

A teacher's job, it seems, is considered unproductive when not involved in the classroom.

W. PITMAN

You are absolutely right. We are hooked by our Puritan traditions. If we think that putting in a day's work is teaching 35 kids seven or eight periods a day, that is work and therefore any time we are not doing that is not work. In other words, we really have a fear of enjoying our work too much. And yet we know that on parent's night, when parents come to talk to you, what do they talk about. They don't talk about how glad they are that you teach their kids history and mathematics for thirty or forty minutes a day. They invariably comment on the extent to which you have excited that kid, that you have got him reading books, perhaps taken him to Ottawa - any number of things which are the high points of that kid's educational experience as well as your professional life.

COMMENT FROM THE AUDIENCE

I am one of the people who is involved in an alternative educational methodology now. I spend more time with the students out in the community. The students do the planning and we go through with it. My role is completely different, it's more a role of "manager of a learning environment". And the satisfaction that you can get from this kind of involvement with the students, with the community; the satisfaction you can get from watching the students

really take hold and become leaders and teachers of themselves and of other people in the community, is just amazing, just beyond belief. But we have to know the alternatives.

QUESTION

I'm going back to my school on Monday morning and that teacher will still be there and she will still have a program to live with, which is a political decision - that she is going to have to teach so much of a day. Now, all those decisions are making me think and I am wondering, what is your structure in a given day? Is it the same as for a teacher in my school?

The structure of the college where I work is generally the same structure which exists in a secondary school. For many of us though, we have been able to set ourselves apart from the structure and develop a workable plan and do it in a very political way to demonstrate that this is a viable alternative. And it works. Often it takes three or four people to stand up and be counted... and let the community know; involve the community in these kinds of decisions.

WALTER PITMAN, President of Ryerson Polytechnical Institute, has left his mark in the field of education as a teacher, department head, associate registrar, associate professor, university dean and now as president of one of Canada's most prestigious educational institutions. He continues to play an important role in such associations as the Ontario Educational Association, the Canadian Studies Foundation and many others. He has contributed a great number of articles to a variety of Canadian publications (The Toronto Star, The Educational Courier, The Queen's Quarterly, The Quarterly of Canadian Studies, and many more too numerous to list here). From 1960 to 1971 he was actively involved in politics in Ontario. It is with this background, knowledge and awareness that Mr. Pitman conducted his workshop on "Politics and Education".

WORKSHOP 12

CANADIAN STUDIES

JIM FOLEY
PORT COLBORNE HIGH SCHOOL
PORT COLBORNE

I am fully aware that the subject area of *Canadian Studies* is perhaps the most controversial on the academic scene. The discipline itself has no built-in conflicts or restrictions. The obstacles to progress in *Canadian Studies* are man-made, more specifically teacher-made. I do not intend to discuss these obstacles, but instead to concentrate on the more positive approach.

I would like to focus on what has become known as the *Port Colborne Experiment*. By so doing I do not intend to exclude other experiments, but merely to elaborate on one experiment and where it has led. *It is very important to keep in mind that from the conception of this course it has been student-oriented.*

In the beginning I was handicapped by lack of knowledge and resources. I had read and was familiar with a small number of Canadian authors and books. If I had followed my orginal program, I would have ended up with a rather fruitless and monotonous program. At the conclusion of each semester, the students reassessed our progress.

In cooperation with each other, we took the following steps:

1. We wrote to a very large number of schools across Canada requesting course outlines. Seventy-six percent responded, informing us that they had no such courses.
2. We wrote to the few writers and publishers whom we knew asking for specific information.
3. Such a survey was costly. In order to finance such a venture my students and I collected beer bottles and showed Walt Disney movies in the school auditorium. We brought in more than enough money to finance our project.
4. While this was going on, we still continued our regular class studying the Canadian literary works known to us.
5. During 1970, we invited the twelve writers known to us to our school to discuss their books.

This portion of our program is now history. It has grown to include almost one hundred Canadian writers and an annual audience of over four thousand.

Despite the growth of this event, it is still under the control of the students. They are the chairpersons and guides. But in the classroom, new developments were taking place. Traditional approaches were being replaced and new approaches were beginning to emerge. Superficiality was giving way to functionality. The world of writing and the world of reading coming closer together. For example, we tended to emphasize literature in terms of plots, characters, settings and figurative language. Literature was a study of definitions.

In the light of the literary works that we had read, we attempted to apply *Northrop Frye's* concept of the "Canadian Imagination": the writer placed his characters in a specific historical time-period and in a specific geographical location.

Literature's contribution to *Canadian Studies* was to place fictional characters in truly historical, geographical, sociological, etc. environments and observe how they would react. Instead of looking for character sketches, we became interested in why an individual character acted in the way he did. What historical, geographical, sociological forces existed?

Setting could no longer be classed as merely time and place - it took on a specific and functional meaning. We still retained the literary structure of plots, character and setting but they became more realistic and more functional.

At this stage, we were no longer in the field of literature, but in the field of *'Canadian Studies'*. Many teachers objected to this infringement upon their discipline, but to ignore the historical and geographical settings was to ignore a very important element of Canadian literature. We discovered these disciplines were not mutually exclusive, but complementary.

This belief was further verified by the continuing experiment. We found that by selecting books at random we had overlooked the entire evolution of Canadian literature.

A National View Point

Pre-Confederation writers were affected by the physical landscape - the American Revolution (United Empire Loyalists) - the emerging small towns - local politics - turned to England.

1867 - 1918 Our views began to focus on ourselves and the growth of our country.

1919 - 1945 Attempts to break away from Victorian attitudes and the social ramifications of the Depression - The rejection of what had gone before.

1945 - present American take-over - Control of our educational books as well as our economy.

An examination of 8000 Canadian books, 52,000 pages of media material as well as many tapes convinced us of the undeniable link between the many disciplines of *Canadian Studies*.

In this age of academic specialization there seems to be little room for objectivity. However, we have noted a coming together of these disciplines in isolated parts of Canada. Where our continuing experiment will lead us I do not know. I just hope that as educators we do not continue to draw imaginary subject-area lines over which an unfriendly may not cross.

JIM FOLEY, founder of Canada Day, has had sixteen years' experience as a teacher in Ontario. He has contributed several articles to magazines and newspapers and has two books in the process of publication. He is currently teaching two 'Canadian Studies' courses a day at Port Colborne High School and he answers numerous enquiries from teachers across Canada as well as speaking at conferences on classroom techniques and teaching methods for 'Canadian Studies'.

WORKSHOP 13

LES ÉCOLES FRANÇAISES EN ONTARIO

—

FRENCH SCHOOLS IN ONTARIO

JEAN-DENIS LAFRANCE
COGITO CORPORATION LIMITED
MONTREAL

La mise en place d'un régime pédagogique n'est jamais chose facile. Une fois terminées les discussions d'ordre philosophique et pédagogique, les administrateurs d'une école doivent définir les normes, les exigences et les contraintes de l'horaire tout en tentant d'atteindre les objectifs définis a priori.

Notre expérience dans la fabrication d'horaires dans les écoles françaises en Ontario nous a amenés à certaines évidences, i.e.:

1. La multiplicité des choix oblige à ouvrir un très grand nombre de "singletons".

2. La multiplicité des "singletons" augmente le pourcentage de conflits insolubles.

3. Minimiser le nombre de conflits étant la première priorité pour l'ordinateur, l'école se voit forcée de limiter ses contraintes visant à:

   - l'enseignement parallèle
   - la libération des chefs de groupe
   - etc...

4. Le recrutement d'un personnel polyvalent qui puisse enseigner plus d'une matière oblige les administrateurs à consacrer beaucoup d'énergie dans la sélection.

5. L'équilibre des charges d'enseignement entre les deux semestres, pour toute école qui désire s'orienter vers un régime semestriel ou un régime de demi-credit.

6. Le dirigisme à imposer aux étudiants quant à leur choix de cours, premier semestre versus second semestre.

Ce sont là des points sur lesquels j'aimerais qu'on s'attarde pour échanger des opinions et possiblement en ressortir avec des alternatives avantageuses pour tous.

Setting up a school system is never an easy task for anyone. Once the philosophical and educational objectives have been discussed, the administration then has to define the standards, controls and requirements of the school's schedule, in line with these objectives.

In the scheduling work we have done for French Schools in Ontario, we have come to realize several things, which are:

1. Multiple course choice makes it necessary to create a great number of singletons.

2. The more singletons there are, the more insoluble conflicts there are.

3. Since the computer's main priority is to minimize the number of conflicts, a school must therefore limit requirements concerning:

   - parallel teaching
   - freeing section heads
   - etc...

4. The administration must spend a lot of time and energy selecting and hiring people who can teach more than one subject.

5. The need for proper balancing of teaching loads in both terms, for schools working towards a credit or half-credit system.

6. Student course choices must be controlled, i.e. first-term courses versus second-term courses.

These are some of the points I would like to discuss and get your opinions on. We may even come up with some valid alternatives.

JEAN-DENIS LAFRANCE, ancien professeur à la Commission des Ecoles Catholiques de Montréal, fondateur et rédacteur en chef de la revue "Vie et Carrière", a également travaillé sur de nombreux projets de recherche dans le domaine de programmes de développement et d'apprentissage professionnels. Il est présentement responsable de la planification et du développement des systèmes de bulletins, de recensement, de statistiques et d'horaires modulaires et générés de la Société Cogito.

JEAN-DENIS LAFRANCE, former teacher with the Montreal Catholic School Commission, founder and editor of the magazine, "Vie et Carrière", has been involved in a number of research projects dealing with training programs and professional guidance. He is currently in charge of the planning of test scoring, census, statistical studies, modular and computer-generated scheduling systems for Cogito Corporation Limited.

IN-DEPTH SESSIONS

IN-DEPTH SESSION I:

STAFF DEVELOPMENT

DAVID F. DINEEN
HUMAN RESOURCES CONSULTANT
KITCHENER

BOB BILYK
PRINCIPAL
ST. CHARLES GARNIER SCHOOL
RICHMOND HILL

GERRY WILEY
STAFF DEVELOPMENT OFFICER
MANULIFE
TORONTO

DON CAVE
BEHAVIOURAL CONSULTANT
WATERLOO COUNTY BOARD OF EDUCATION

KIM THETFORD
CONSULTANT
STAFF MEMBER
TRENT UNIVERSITY PRINCIPALS' COURSE

Representatives from a number of school systems took part in the Staff Development In-Depth Session. Teachers, consultants, principals, department heads and superintendents collaborated with the workshop staff in an examination of the *key processes of effective staff development.*

Dave Dineen opened the In-Depth Session with a talk and visual presentation which developed *the need for systematic and system-wide planning regarding staff development.* This need has been emphasized in recent years in research studies, through reports of current staff development practice and an increasing awareness of the problems arising because of the lack of mobility.

The cyclical process of staff development requires that thorough and effective study be done by a centrally coordinated planning team. The organization of time and resources for the needed varieties of in-service programs obviously requires the coordination of realistic objectives.

Participants were divided into four working groups to examine the *"needs assessment" component of staff development preparation.* Each group worked through *three stages* (consisting of *three processes* of staff development preparation):

Process I: *The "leader" (Principal, Superintendent, etc.) prepares and designs the in-service program.*

Process II: *The "leader" provides staff with a check-off sheet and prepares and designs the in-service program according to majority staff responses to this list.*

Process III: *The "leader" encourages staff to*
- *. fully discuss their perceptions of staff needs*
- *. establish priorities based on consensus*
- *. work with the leader on further preparation and design of the in-service program.*

At the conclusion of each stage the participants were asked to respond to a questionnaire which asked:

(1) *What information is used by the leader when a Staff Development program is administered in this manner?*

(2) *What assumptions is the leader making?*

(3) *How close to staff needs, or how effective can this program be?*

HERE ARE THE RESULTS OF THE STAFF DEVELOPMENT IN-DEPTH SESSION AS TABULATED BY THE EDITOR.

STAGE I - STAFF DEVELOPMENT PROCESS I

THE LEADER PREPARES AND DESIGNS THE IN-SERVICE PROGRAM

Question: What information is used by the leader when a Staff Development program is administered in this manner?

Responses from participants:
- Test results
- Statistics
- The school's/system's objectives and rules

- Need policies from senior administrators at the Board
- Information from his cabinet and/or principals
- His preconceptions, assumptions, interpretation
- His personal objectives for staff.

Question: What assumptions is the leader making?

Responses from participants:
- That he is a leader and we (the participants) want to be led
- That he knows our needs
- That he has the power and responsibility to improve the organization
- That he will be able to act as a "catalyst" for the group
- That we (the participants) are motivated to learn
- That something can be done to improve the school.

Question: How close to staff needs, or how effective can this program be?

Responses from participants:
- Hit and miss
- Program has to be flexible
- It requires a great deal of enthusiasm on the part of the leader
- Does the leader really know the staff needs?
- Depends on the leader's perceptiveness and understanding
- Depends on staff motivation, cooperation, preparation, participation.

STAGE II - STAFF DEVELOPMENT PROCESS II

THE LEADER PROVIDES STAFF WITH A CHECK-OFF SHEET, AND PREPARES AND DESIGNS THE IN-SERVICE PROGRAM ACCORDING TO MAJORITY STAFF RESPONSES TO THE LIST.

CHECK-OFF SHEET

Please check those items which you feel would be most appropriate for inclusion in the staff in-service work for this year.

1. School-Community Relations
2. School Libraries and Resource Centres
3. Evaluation of Pupil Performance
4. Family Life and Sex Education
5. Discipline
6. The Slow Learner
7. Reading
8. Staff Evaluation
9. "Dropouts"
10. Transactional Analysis
11. Values Clarification
12. Leadership Styles
13. Open Area Education
14. Communications
15. Curriculum Development (General)
16. Team Teaching
17. Learning Theory
18. Curriculum areas: Mathematics
19. English
20. Social Studies
21. Guidance
22. Phys. Ed.
23. The House-System
24. Alternative Forms of Education
25. How to Use the Consultant

Question:	What information is used by the leader when a Staff Development program is administered in this manner?
Responses from participants:	- Staff choices and priorities (majority opinion) - Feedback from the group (closer to the needs of majority of staff) - Staff's knowledge of their needs - Staff's response to check-off sheet (limited to leader's suggestions - no space to indicate other suggestions) - Structured staff response (makes for a structured development program which does not allow for discussion or interaction)
Question:	What assumptions is the leader making?
Responses from participants:	- That he had included all staff concerns in the check-off list - That staff know what their needs really are and answered the list honestly - That questionnaires are the best way of obtaining information (does staff always have the time to fill them out?) - He trusts his ability to meet staff needs - Majority rule (thus everybody benefits in some way).
Question:	How close to staff needs, or how effective can this program be?
Responses from participants:	- Isn't this somehow "putting the cart before the horse"? - Depends on staff involvement in the planning and development of in-service programs - Effective if the leader can fulfill high expectations generated by the questionnaire - Could work in large schools with a time restriction - Better than the first process but needs further discussion among staff.

STAGE III - STAFF DEVELOPMENT PROCESS III

THE LEADER ENCOURAGES STAFF TO:

- *FULLY DISCUSS THEIR PERCEPTIONS OF STAFF NEEDS*
- *ESTABLISH PRIORITIES BASED ON CONSENSUS*
- *WORK WITH THE LEADER ON FURTHER PREPARATION AND DESIGN OF THE IN-SERVICE PROGRAM.*

Question:	What information is used by the leader when a Staff Development program is administered in this manner?
Responses from participants:	- [illegible]oth information (perception, feelings, priorities, ideas) from [illegible]ybody - All information comes from the staff.
Question:	What assumptions is the leader making?
Responses from participants:	- That staff want a Staff Development program and want a part in developing it - That staff is able to express its needs and priorities - That everybody wants to reach a consensus - That everybody can and wants to contribute.

- That staff is trustworthy.

Question:	How close to staff needs, or how effective can this program be?
Responses from participants:	- The most effective because of high staff involvement and commitment - Excellent, if a consensus can be reached - As effective as the group's interaction, cooperation - Could cause splits in staff - Needs <u>time</u> for development.

The summary of participants' responses to these questions (for each stage) indicates clearly that staff development efforts, to be successful, require the consultation and collaboration of staff.

DAVID F. DINEEN, a former teacher and principal, was a Supervisory Officer with the Ontario Ministry of Education involved in planning and staffing workshops and conferences, and a Principal of several of Ontario's Summer Principals' courses. He is currently a consultant dealing in goal-setting, evaluation, staff and organization development, and Management by Objectives.

ROBERT BILYK, an elementary school principal, has been involved in the planning and implementation of staff development and evaluation workshops and is currently on staff of the Trent University's Principals' Course.

DON CAVE has done extensive work in Transactional Analysis, Communications laboratories, Discipline and Values Clarification with small groups for several years. He has also been on staff of Trent University's Principals' Course. He is currently a Behavioural Consultant with the Waterloo County Board of Education.

GERRY WILEY, a former consultant with the Ontario Ministry of Education, is currently a consultant in human relations and staff development in the ManuLife organization; an associate member of University Associates and a staff member of the Ontario Principals' Course.

KIM THETFORD, currently a doctoral student in Organization Development and Human Relations at the Ontario Institute and a staff member of the Trent University's Principals' Course, has had extensive experience as a consultant in the areas of conflict management, staff development and new staff teaming in both education and industry.

IN-DEPTH SESSION II:

CURRICULUM DEVELOPMENT

FRANK CLIFFORD
DIRECTOR OF EDUCATION
WATERLOO COUNTY ROMAN CATHOLIC
SEPARATE SCHOOL BOARD

* JOHN GROSSO
PROFESSIONAL DEVELOPMENT OFFICER

* CAROL ROTH
COORDINATOR OF PROGRAMS
(PRIMARY DIVISION)

* KEN COUCHMAN
COORDINATOR OF PROGRAMS
(JUNIOR DIVISION)

* ALL FROM THE
HAMILTON-WENTWORTH ROMAN CATHOLIC
SEPARATE SCHOOL BOARD

PROGRAM OUTLINE

After welcoming the group, the four group leaders outlined what they saw as their objectives for the morning:

- to identify some of the key problems in curriculum development;
- to provide participants with an opportunity to identify some problems in curriculum development from the point of view of principals, teachers, parents, students, administrators, etc.;
- to allow participants to develop a design for curriculum development from general guidelines to classroom implementation;
- to give participants an opportunity to see
  - a wide range of curriculum materials developed over a five-year period by one board;
  - the overall plan for curriculum development which evolved;
  - the problems encountered;
  - the changes that were made to adjust to these problems.

As participants registered, they were colour-coded into role groups as principals, teachers, support staff, administrators, parents, etc. Group members were asked to identify what they felt to be a fundamental problem area in curriculum development, find a person from a <u>different</u> role group than theirs and share these personal concerns.

The participants were then moved into role groups (i.e. principals, parents, etc.)

The group leaders briefly outlined certain key assumptions which had been made:

- curriculum development can proceed at three levels:
  . Ministry of Education (general guidelines)
  . Board system level
  . School level;
- most provinces in Canada would follow a similar approach;
- the problems of curriculum development are similar in both elementary and secondary levels;
- while definitions vary, there is general agreement that curriculum means *"the sum total of all experiences offered to students under the aegis of the school"*;
- the group would concentrate on curriculum development problems at the <u>system</u> level.

Each role group was asked, using a standard letter format, to select two or three other role groups and write a frank and open letter expressing their innermost concerns regarding problems in curriculum development. Groups were asked to select people to write to; people who, in their view, were in the best position to do something about the concerns they had expressed (Appendix I). It was interesting to note that most role groups picked, as their first choice, administrators with whom to air their concerns.

After a 40-minute letter-writing period, the letters were "delivered" and participants had an opportunity to visit various groups for clarification on the points made.

The homogeneous groups were then broken up into heterogeneous work groups continuing a cross-section of the educational community (i.e. a parent, a principal, a teacher, etc.).

Each group was then placed in a simulation situation as follows:

> *"The Ministry of Education for your province has just published a new curriculum guideline entitled Leisure Time Acitivities.*
>
> *Your director has asked that your group come up with a curriculum design which would make this Ministry guideline a reality in the classroom.*
>
> *Please keep in mind the problems relating to curriculum development which the groups identified earlier in the morning."*

Upon completion of this activity, the participants shared the results of their work with other groups.

For the last twenty minutes, the group leaders presented a variety of curriculum materials developed with a five-year curriculum plan by the *Hamilton-Wentworth Roman Catholic Separate School Board.* (Appendix II). A host of problems associated with this work was discussed and reference made to a variety of refinements which had to be introduced as our experience dictated.

The session ended with a question period and evaluation of the morning's acitivities.

CURRICULUM

The Council for Basic Education, in Washington, has received the following definition of a "core curriculum" from a school superintendent who says the author is unknown:

"A core curriculum is one in which the children bring apples to school, eat them and then plant the cores in the school grounds. They watch them sprout and grow into leaves and blossoms and then fruit. This is Science.

They paste pieces of bark and twigs and leaves on paper and they paint pictures of apples in a dish. This is Art.

The children sit around under the trees singing, 'In the Shade of the Old Apple Tree'. This is Music.

The story of Johnny Appleseed is told them. This is Library Study.

They climb up in the trees and pick the apples. This is Physical Education.

They count the apples, 'taking away' the wormy ones. This is Arithmetic.

In their own words, they tell what a tree is and what they felt when they saw the cores turn into trees. They also write letters to the National Apple Growers Association. This is Language Arts...

They learn such words as arbor, l'arbre, apfel, baum, manzana. This is Foreign Languages.

The children build boxes to store the apples. This is Industrial Arts.

They bake them and sauce them and pie them. This is Homemaking.

Then everyone eats them and learns about their nutritional value. This is Health Education.

These activities have been performed without a textbook or workbook.

When all the apples are gone, they take the cores once again and plant them in the school grounds and watch them grow and flower and fruit. Pretty soon, you cannot see the school for the trees. This is called The End of Education."

APPENDIX I

AN OPEN LETTER FROM A CONCERNED GROUP OF (principals, teachers, support staff, administrators, parents, etc...) TO _____

We represent a group of concerned (principals, teachers, support staff, administrators, parents, etc...) who, over the past several years have been meeting informally to discuss problems of mutual interest and concern in the areas of curriculum and curriculum development.

During the course of our discussion, our membership has highlighted some very serious questions and concerns which we feel that you, because of the position of responsibility you hold, should consider very carefully as we feel you are in the best position to do something about them.

There follows a list of some of the major concerns expressed by our association which we feel need your careful attention (listed in order or priority by our group):

1.

2.

3.

4.

5.

Your immediate consideration of these matters would be very much appreciated.

Yours sincerely,

P.S. You may be interested to know that we have written a second letter to a group of _____ _____, outlining a number of problems which we feel are their direct responsibility.

It was our intention to write to a third group. However, time constraints did not permit us to complete this task. The third group we will be contacting is _____.

APPENDIX II

HAMILTON-WENTWORTH ROMAN CATHOLIC SEPARATE SCHOOL BOARD

PROGRAM DEVELOPMENT CHART

YEAR 1

CORE COMMITTEE

- Reading
- Research
- Visitations
- Philosophy
- Objectives

APPROVAL BY ACADEMIC COUNCIL

YEAR 2

SUB-COMMITTEES

- Writing preliminary draft that explains philosophy and objectives

APPROVAL BY ACADEMIC COUNCIL

PRESENTATION OF WORKING PAPERS TO PRINCIPALS

PROFESSIONAL DEVELOPMENT ACTIVITIES WITH STAFFS OF PILOT SCHOOLS

YEAR 3

USE IN SCHOOLS

- Feedback, eg. pilot schools questionnaire

APPROVAL BY ACADEMIC COUNCIL

FINAL DRAFT

YEAR 4

IMPLEMENTATION

- Winter Course
- Expanded number of schools
- In-service sessions

YEAR 5

MAINTENANCE

- New teachers
- New schools
- New materials

PERIODIC REVIEW

- Continuing re-assessment
- New published Ministry guidelines
- Feedback from schools

FRANK CLIFFORD, a teacher, principal, Superintendent of Instruction, has also taught a great many Summer Courses for the Ministry of Education and was recently appointed Director of Education for the Waterloo County Roman Catholic Separate School Board.

CAROL ROTH, co-author of the Ginn Reading Series and a woman with 16 years' experience in teaching, is currently Co-ordinator of Programs, Primary Division, with the Hamilton-Wentworth Roman Catholic Separate School Board.

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JOHN GROSSO has taught at the elementary, secondary, post-secondary levels as well as in a number of Principals' summer courses for the Ministry of Education. He is currently a Professional Development Officer with the Hamilton-Wentworth Catholic Separate School Board.

FRIDAY FORUM

ALTERNATE FORMS OF EDUCATION

MODERATOR: JACK HUTTON
COMMUNICATIONS DIRECTOR
O.S.S.T.F., TORONTO

PANELISTS: GWEN BEDVILLE (IN LIEU OF RON BULL)
ONTARIO REGIONAL
YOUTH CONSULTANT
DEPARTMENT OF MANPOWER
AND IMMIGRATION, TORONTO

GERALD J. McCARTHY
SUPERINTENDENT
DARTMOUTH PUBLIC SCHOOLS
DARTMOUTH, N.S.

HENRY STRUB
INDUSTRIALIST
MONTREAL

Editor's note: The Friday Forum was taped and due to be transcribed for these Proceedings. Unfortunately, because of a faulty microphone, the quality of the tape was such that it would have taken an expert in sound to decipher what the tape contained. The following are transcriptions of texts, submitted to Cogito by the four speakers following their presentations, which represent outlines of their ideas put forward during the forum.

JACK HUTTON - MODERATOR

While I marvel at the wide spectrum of opportunities that this generation of students enjoys, I can't avoid a gut reaction that somewhere along the way priorities were scrambled and most particularly in two areas -- language and basic mathematics. That reaction was strengthened by the experience of teaching community college students last fall.

GWEN BEDVILLE - PANELIST

Each year, over the next decade, nearly half a million people will leave our education system, most of them will seek permanent jobs.

On the other hand, the total number of job openings that occur in Canada each year is immense. But in order to effectively match people to jobs, accurate information about the jobs and the labour market is required.

The serious unemployment among youth suggests that special efforts are needed to help them make their career choice. Counselling is clearly not the sole prerogative nor responsibility of Canada Manpower Centres. The education systems must accept some responsibility for the fact that young people too often arrive in the labour market ill-prepared.

The accelerating pace of change in a modern society dictates a continuing need for the development of new skills and expertise. No longer is the concept of a period spent in formal education during one's early years, followed by a once and for all period of either post-secondary or skill training, a valid one. It is further recognized that for many people with special needs their full potential is not being realized in the mainstream of the educational and training system.

A major thrust of our Canadian training policy over the next several years ought surely to aim at developing and *expanding training programs* as a vehicle by which Canadians can have access throughout their working lives, to the kinds of educational and training experience that they need, to develop satisfying and productive careers, adapted to the opportunities of the labour market, while at the same time, providing the skills needed to sustain our economy and society.

Institutional and industrial training must become *complementary* rather than competitive. This raises a major issue, which is also receiving considerable attention in the discussions around the Immigration Green Paper. The issue is the employers' responsibility for training and re-training workers. The Federal Government has, over the years, played a major role in the provision of training and this, coupled with the availability of trained workers from overseas, may have led to neglect by employers. A question which must be raised is, *"How do you get employers to recognize their responsibilities."*

There are also many thousands of other Canadians who, while employed, would like the opportunity to up-grade their training, but who cannot afford it. This raises the whole issue of just how do you provide financial aid to workers, to allow them to be re-trained. Some European countries are considering plans in which workers have the right to certain training assistance.

Another mission is to facilitate the transition from school to working life. The adjustment problems of young people entering the labour force for the first time are generally different from those encountered, perhaps by women re-entering the labour market after a spell outside.

It is apparent that dynamic change and the constant need for personal and institutional adjustment are here to stay in the labour market. *Few workers will enter a firm and stay for a life-time.* Those who do stay in the same occupation will frequently see it change so as

to be unrecognizable in a short time. *Many people can look forward to several occupations, even to several careers.*

Young people (between 14 and 24) account for approximately a quarter of the labour force and almost half of the unemployed. I understand in Ontario, it is closer to 40% of the labour force.

Many of these youths are looking for their first job and studies have shown that it is the exception for individuals to enter into a stable employment pattern when they leave school. Rather, they experience real difficulties finding satisfactory jobs and adjusting to the demands of the labour market.

With secondary-school drop-out rates rising, the consequence of these transition problems become even more marked and often are expressed in feelings of frustration and resentment.

Over the next decade, according to preliminary projections of government agencies, those entering the labour force will differ from the group they join. The new entrants will be *young*, they will include *more women* and generally, they will have *higher educational levels.*

While these are encouraging trends, they do lead to the possibility that a serious mismatch may develop between the kinds of jobs offered, and the kinds of jobs sought. Over two and a half million people can be expected to obtain at least some post-secondary education over the period 1970 to 1980. Even if only half enter the labour market, the number of new jobs calling for some post-secondary education in 1980 would, if occupational qualifications did not change, be less than half the number of people willing and able to fill such positions.

The questions must be seriously raised whether, on the average, economic returns to investment in formal education will continue to remain as high in the future as they have in the past. The question poses serious implications for education and career choice, youth counselling, and manpower planning.

Editor's note:

During the discussion which followed Ms. Bedville's presentation, she reported on the department's work with educators and industry to help prepare youth for the work force. Here is a list of some of Manpower's programs:

- Job Exploration Programs
- Canada Manpower Industrial Training Program (CMITP)
- Guidance Counsellor Program
- General Aptitude Test Battery (GATP)
- Canadian Occupational Interest Inventory (COII)
- Creating a Career
- Creative Job Search Technique (CJST)
- Youth Service Pilot Projects
- Youth Employment Service (YES)

The discussion also covered such topics as:

- the artificial job barriers imposed by industry;
- the need for teachers to help youth develop more realistic expectations of the work world;
- the need for educators to examine the standards of proficiency of school-leavers in basic communication and arithmetic skills;
- and the dilemma of employers not knowing what a graduate has been educated to do (due to the multiplicity of options).

GERALD J. McCARTHY - PANELIST

There should certainly be alternatives to the normal public-school program available. Some should be made available to the public-school systems themselves and this practice is becoming increasingly common across the country.

There is, however, a definite limit to how much the public schools should undertake to do. There is little doubt in my mind that they have already undertaken too much. There is also little doubt in my mind that true alternatives - that is to say alternatives that are truly different in purpose, style and procedure - are not likely to flourish like green bay trees within the public system.

What is needed more than anything else, to encourage the development and use of alternatives (many of which exist and have existed for years and some of them longer than the public-school system itself), is that the public-school system's function as a licensing agency issuing omnibus certification providing access to almost every worthwhile form of training and employment, must be reduced or ended. At the same time, post-secondary educational and training institutions, government and business and industry, must abandon their lazy, mindless and frequently superstitious acceptance of school certification, and their refusal to consider skills, knowledge, understanding and attitudes gained outside formally constituted and recognized educational systems.

Until this great reform takes place, any true alternatives in education will continue to be, as they so frequently are now, part of programs that are more accurately described as health, welfare and social reclamation projects than as education; or will be, as again they frequently are, affectations by protesters of one kind or another against a variety of aspects of the existing political, social or economic systems.

For the great majority, so long as the school system stands like some secular Saint Peter at the Gates of material salvation, alternatives are unlikely to be either practical or terribly attractive.

Finally, as the *Faure Commission, the Graham Commission* and any number of other practical investigators have pointed out, the vast public-school systems of the West into which so much treasure and energy have been poured, are not likely to be scrapped or even greatly reduced in size and importance in the foreseeable future.

The best alternative in youth education continues to be improvement in the definition and fulfillment of the role of the public school. The most important alternative in general terms will be the development of a broad and entirely flexible program for continuing or life-long education.

What is needed most is not an alternative <u>in</u> youth education but an alternative <u>to</u> youth education, ending forever the long-standing notion that education is something that is stored up in youth and lived on for the rest of one's life.

HENRY STRUB - PANELIST

The future of education is now and is no more predictable than the birth rate; the future of education is the responsibility of the parents, the teachers and the children of today.

Some areas where change is needed are:

The Environment - School buildings may or may not disappear but whatever happens we already know of many ways in which the learning environment can be improved. Students learn well in

small groups, in pleasant surroundings and not so well in over-crowded, hostile classrooms. They learn better within walls of sound-absorbent material, and better by daylight than by artificial light. The changes required to bring about a good environment need not wait for the "future".

All humans, young and old, learn best if two elements to the process pertain: *relevance to real life and learning through doing.*

As far as the function of the educator is concerned, *his most important task is really to get to know the student;* it is from this that respect develops. The negative vibrations and the put-down stem from lack of this knowledge.

As for the overall thrust of instruction now and in the future, no teacher can do better than to follow *Robert Hutchins'* advice to all students, which is *Be ready for anything.*

The first new *anything* for which all must be ready, is *the educational use of the computer.* In his book, "Man and the Computer", *John G. Kemeny*, eminent mathematician and philosopher, and President of Dartmouth College, states that at his college there are 180 computer terminals of which 120 are in use 24 hours a day by students and professors of all faculties. The symbiotic relationship between man and the computer in education is still in its infancy but it is predictable that it will greatly increase in the coming years and that *it will change the role of the teacher to one of resource person and facilitator*, leaving him more time for the development of self and for befriending the student.

The future is now. Talking without doing is the habitual excuse for failing to do what needs to be done today. Society, via the teaching profession, must put its house in order now.

GWEN BEDVILLE is Regional Youth Consultant for the Ontario Region, Department of Manpower and Immigration. She is from Australia but has been in Canada long enough to know what problems young people face in making the transition from school to work. As the Regional Youth Consultant, it is her responsibility to coordinate the departmental programs for youth and be aware of what is happening outside the department, to help the under-25 age-group in or about to enter the work force.

GERALD J. McCARTHY, a native of Nova Scotia, has been very active in that province's education system since 1947, as a teacher, vice-principal, principal and assistant superintendent. He is currently Superintendent of Dartmouth Public Schools, a post he has held since 1968. He has also been involved with various teachers' unions, educational associations and research projects, and was for several years a freelance commentator and writer for the CBC in Halifax.

HENRY STRUB, President of the Society for Emotionally Disturbed Children and co-founder of the Village for Retarded Adults near St. Jean, Quebec, is by profession a consultant-generalist. He also teaches a course in Humanities at Dawson College, Montreal and a course in Design, as Adjunct Professor, at Union Graduate School in Yellow Springs, Ohio.

JACK HUTTON, a reporter in the past for the Calgary Albertan and the Winnipeg Tribune, was education editor of the Toronto Telegram from 1958 to 1969. He is the author of a syndicated youth and education column that appeared in 31 dailies and weeklies across Canada between 1960 and 1967, as well as several education-oriented booklets ("A Parent's Guide to Modern Mathematics"). He is currently Communications Director for O.S.S.T.F.

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